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ABSTRACT

This report is an evaluation of the pilot year of Project Achieve, a major local instructional initiative at six elementary schools and two middle schools in the Wake County Public School System (WCPSS), North Carolina, that was designed to help reach the WCPSS goal of 95% of students at or above grade level. Participating schools had a higher percentage of low-income students and low-achieving students and slightly less stable student populations than the district as a whole. The initiative is based on the same principles and instructional process applied in the Brazoport, Texas, school district, with modifications tailored to local needs and the North Carolina "Standard Course of Study." Project training and development did occur as planned from early 2001 to implementation in the 2001-2002 school year. Participating schools did exceed the ABCs growth and performance standards of the previous (baseline) year, as evidenced by annual North Carolina ABCs Accountability System reports. In addition, parents and staff expressed more positive opinions about the academic program in participating schools. Fur attachments contain survey responses and evaluation data about participating schools. (Contains 34 figures and 4 references.) (Author/SLD)

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PROJECT ACHIEVE EVALUATION REPORT: Year One, 2001-2002

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WAKE COUNTY PUBLIC SCHOOL SYSTEM

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PROJECT ACHIEVE EVALUATION REPORT: Year One, 2001-2002

Abstract

This report is an evaluation of the pilot year of Project Achieve, a major local instructional initiative at six elementary schools and two middle schools to help reach the WCPSS goal of 95% of students at or above grade level. Participating schools had a higher percentage of low-income students and low-achieving students and slightly less stable student populations than the district as a whole. The initiative is based on the same principles and instructional process applied in the Brazosport, Texas school district, with modifications tailored to local needs and based on the *NC Standard Course of Study*. Project training and development did occur as planned from early 2001 to implementation in the 2001-02 school year. Participating schools did exceed ABCs growth and performance standards of the previous (baseline) year, as evidenced by annual NC ABCs Accountability System reports. Additionally, parents and staff expressed more positive opinions about the academic program in participating schools.

Summary

Begun in early 2001, Project Achieve is a major local instructional initiative (at eight schools in Year 1) to help reach the WCPSS goal of 95% of students at or above grade level. Six elementary schools (Cary, Creech Road, Hodge Road, Rand Road, Smith, and Vance) and two middle schools (East Garner and East Wake) participated in the project in the 2001-02 school year. Some schools were invited to participate based on past achievement patterns, and two schools volunteered. Participating schools had a higher percentage of low-income students (those receiving free and reduced-price lunches) and low-achieving students and slightly less stable student populations than the district as a whole.

The six elementary schools had total memberships ranging from 492 to 729 students, with 34–53 percent of their students receiving free or reduced-price lunches (FRL) and 17–27 percent of students scoring below grade level on state End-of-Grade (EOG) tests.

Total memberships of the two middle schools were 773 and 1,013 students, with 32 and 40 percent of their students receiving free or reduced-price lunches and 23 and 24 percent of students performing below grade level on end-of-grade tests. The percentage of academically gifted (AG) students and special education students in the two middle schools was greater than in the elementary schools, with 22–23 percent of students in each middle school identified for special education and 8–10 percent of students identified as academically gifted.

Initial activities for Project Achieve included visitations to school sites currently implementing successful reform projects, work sessions for school teams to examine practices for incorporation in local school-based reform efforts, and planning time for the overall project. Local, state and federal resources were redirected to assist in the

development of the school reform plans. District staff selected as their model an instructional process applied in the Brazosport, Texas school district for almost a decade. The process, based on Total Quality Management principles and the Malcolm Baldrige Criteria for Performance Excellence, had achieved outstanding results in improving achievement for all students, regardless of race, gender or socioeconomic status, for which the Brazosport district schools had received national acclaim. Staff members of all eight WCPSS Project Achieve schools received extensive training in the process during spring and summer of 2001.

This report is an evaluation of the pilot year of Project Achieve, the instructional initiative based on the same principles and process as Brazosport's, with modifications in implementation tailored to meet local needs and based on the *North Carolina Standard Course of Study*.

The WCPSS Project Achieve instructional process is a continuous cycle of the following eight steps:

1. *Disaggregate Test Scores to Identify Needs:* Collect and analyze data, including the disaggregation of EOG test results, to identify weak and strong areas of performance.
2. *Develop a Pacing Calendar:* Develop an instructional calendar with time allocations and areas of focus, all based on the identified needs of students.
3. *Deliver Instructional Focus Lessons:* Deliver the instructional focus lessons, guided by the calendar, and extend them into the regular lessons.
4. *Assess Student Mastery:* Assess student mastery of the instructional focus lessons through mini-assessments to aid in determining follow-up.
5. *Re-Focus:* Provide time for tutoring/re-focusing on non-mastery areas.
6. *Enrich:* Provide opportunities for mastery students to extend learning.
7. *Maintain and Re-Teach Throughout the Year:* Provide students with materials for ongoing maintenance of new skills and re-teaching as needed.
8. *Monitor the Process:* The principal, as well as the instructional resource teacher and school teams, continuously examine implementation and success of the teaching and learning process.

Effects of Project Achieve

The state's ABCs regression formulas provide the yardstick for assessing the adequacy of growth for students from the baseline year (2000-01) through the pilot year of the program (2001-02). Other analyses are descriptive in nature.

IMPACT ON STUDENT ACHIEVEMENT

Evidence of Effectiveness in Elementary Schools

- All six elementary schools met the state ABCs' *High Growth* standard (compared to three in 2001).
- From 79.5 to 91% of students in the six schools were at or above grade level in 2002 (up from 73-83% in 2001).
- Cary Elementary was named one of North Carolina's "Top 25 Most Improved K-8 Schools."
- WCPSS Effectiveness Index scores (controlling for student prior achievement, special education status, and two measures of socio-economic status) were also higher than in the previous year.

Performance levels are used to indicate whether a student scores below grade level (Levels I or II), on grade level (Level III), or above grade level (Level IV). Every comparison to WCPSS elementary schools overall favored Project Achieve – including Levels III and IV. This means that students at all levels and of all racial groups showed stronger growth in the Project Achieve schools than in WCPSS overall in 2001-02.

Elementary Schools' Status on ABCs by Achievement Level for Three Years
(Number of Project Achieve Schools in Each ABC Growth Category)

Achievement Levels	1999-2000			2000-01			2001-02		
	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth
Levels I-II				-	1	5	-	-	6
Level III				2	-	4	-	1	5
Level IV				5	1	-	2	2	2
All	4	1	1	-	3	3	-	-	6

Evidence of Effectiveness in Middle Schools

- Both middle schools met the state High Growth standard (compared to one of two in 2001).
- The percentage of students at/above grade level overall increased in both schools (from 75-77% in 2001 to 79.5 and 79.6 in 2002).
- WCPSS Effectiveness Indices for reading were Above Expected (top 16% when compared to other district schools) at grade 6 in one school and at grade 8 in the other, while indices for mathematics were Expected at every grade level.

Middle Schools' Status on ABCs by Achievement Level for Three Years (Number of Project Achieve Schools in Each ABC Growth Category)

Achievement Levels	1999-2000			2000-01			2001-02		
	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth
Levels I-II				1	-	1	-	-	2
Level III				1	-	1	1	1	-
Level IV				1	-	1	-	-	2
All	2	-	-	1	-	1	-	1	1

PARENT FEEDBACK IN PROJECT ACHIEVE SCHOOLS

- More elementary school parents (91–96%) reported that the educational program at their child's school was of high quality (up from 73–85% in 2001).
- More middle school parents (77% and 88%) reported that the educational program at their child's school was of high quality (up from 58% and 73% in 2001).

STAFF FEEDBACK IN PROJECT ACHIEVE SCHOOLS

- More staff members (93–98% elementary and 97% middle schools) reported that they enjoyed their work.
- Ninety percent of elementary staff indicated that their school climate promotes student learning and their staff use a variety of instructional methods.
- Elementary school staff also indicated higher expectations for students and more teacher involvement in planning and decision making than in 2001.
- Almost all middle schools survey responses were much more positive than in 2001, indicating increased satisfaction with the instructional program and school climate and higher expectations for students.

Conclusions

Project Achieve training and development did occur as planned from spring 2001 to implementation in the 2001-02 school year. Participating schools did exceed ABCs growth and performance standards of the previous (baseline) year, as evidenced by annual North Carolina ABCs Accountability System reports. Additionally, parents and staff expressed more positive opinions about the academic program in participating schools.

The brief timeframe for project preparation was a challenge. Planning and organization within the eight schools and the development, distribution, and use of curriculum pacing guides, focus lessons (with accompanying scripts, suggested extensions, math manipulatives, enrichment and remediation materials), and related mini-assessments were, in the beginning months, just in time. Gradually, school staffs reported higher comfort levels with the project, especially in the elementary schools where more teamwork (grades 3-5), flexibility of scheduling, and refinement of processes were evidenced. More rigid middle school culture and structure (formal departmentalization and specialization, six fixed-time class periods, etc.) may have contributed to fewer refinements within the Eight-Step Process in Year 1.

Recommendations

Changes made for the current (2002-03) school year included the following:

- *Increased emphasis on consistency of focus lesson calendars with regular instructional calendars.* In 2001-02, not all school staffs believed they had time to adjust their established schedules to coincide with Project Achieve calendars. Students sometimes studied different skills during the regular instructional time than they had for the focus lesson. Coordinating these schedules was emphasized more for the 2002-03 school year.
- *Increased emphasis on teamwork and coordination of efforts across grade levels and between central office departments.* A continuing theme emerging from teacher comments, survey feedback, and process checks was the need for better coordination between regular classroom teachers and special programs teachers (special education, ESL, ALP, etc.) across grades in each school – and among central office staff working with Project Achieve schools. Central support to schools was reorganized, with a single contact per school who called on others as issues arose, and with regular meetings with school teams.
- *Continued on-going refinement of pacing guides and focus lessons, as well as mini-assessments, including the improvement of congruity between focus lessons and mini-assessments.*
- *Identified and adapted a new software system in Year 2* for more flexibility in establishing a databank of items for the mini-assessments and for improving the scanning and reporting functions.
- *Provided professional development in the Eight-Step Process before the beginning of the new school year for new teachers in project schools and for staffs of new schools entering the project. (Two new schools were identified too late for this to occur.)*
- *Continued support for staff through resources and professional development in the area of differentiated instruction.* Differentiated instruction gives students numerous options for learning: different ways to assimilate information, differing amounts of work time, and different assignments related to the same objectives.

Recommendations for the remainder of the 2002-03 school year and the beginning of the 2003-04 school year include the following:

- *Decide the best time to bring any new schools on board for the 2003-04 school year (before or after test results) to allow best selection of schools while allowing time for training and building of buy-in from staff.* Provide professional development in the Eight-Step Process for entire staffs of new schools entering the project as soon as it is known that these schools will be entering the project, as well as steps to take in preparing for implementation.
- *Monitor to ensure curriculum is not being limited to skills only as covered in focus lessons (or mini-assessments).* Regular instruction should extend the focus lessons, and periodic monitoring by key school staff can ensure that this is occurring in all classrooms. Some self-contained special education teachers found some focus lessons were difficult for their students and took more time than in regular classrooms. In these cases, covering the focus lessons well may be acceptable to ensure that students who are to be to be tested on the standard EOG are exposed to skills that will be tested. Similarly, Project Achieve mini-assessments were designed and developed only as another tool – to be used in conjunction with teacher observations and other data – to improve the timeliness and quality of re-focusing (remediation) and enrichment instruction within the comprehensive curriculum.
- *Attempt to schedule professional development in a way that minimizes negative impact on classroom instruction.* Teachers report struggling to maintain a balance between professional development needs/scheduling (use of teacher workdays and the use of substitute teachers when teachers must leave the classroom), and the need to be in their classrooms teaching their students.
- *Monitor governance (central vs. school-based) issues, as well as faculty involvement in planning and decision making within the individual schools.* Staff survey data, as well as principal and IRT feedback, indicate that these are continuing concerns in participating schools.
- *Attend to the split/gap observed between K-2 teachers and grades 3-5 teachers in a few of the participating elementary schools.* Involvement of K-2 teachers in some schools has been limited. Some of the schools have begun to increase communication (sharing of perspectives and grade-level curriculum expectations for students) across groups, especially between grades 2 and 3, in order to further integrate instruction.
- *Whenever possible, provide for teacher exchanges of information across schools during the regular school year. Schedule spring meetings for each subject and grade level with representatives from each participating school,* similar to the focus lesson review panels of Year 1. This will enable teachers across schools to share their students' responses to individual focus lessons and the perceived success or failure of ideas and strategies developed for extending and integrating the lessons and for differentiating instruction. Basically, these meetings should be teacher-led with support from C&I staff. Former participants (both teachers and

central office staff) reported that these sessions were the most engaging and helpful professional development of the year.

- *Continue the focus on easing student transition from elementary to middle school.* Some of the Project Achieve elementary schools are feeder schools for Project Achieve middle schools, thus providing more opportunity for cooperative efforts between schools. Additional collaborative meetings have begun.

PROJECT ACHIEVE EVALUATION REPORT:
Year One, 2001-02

Evaluation Plan

This report is an evaluation of the pilot year of Project Achieve, 2001-02, a Wake County Public School System (WCPSS) instructional initiative based on the same principles and process as those used successfully in Brazosport, Texas with modifications in implementation tailored to meet local needs and based on the *North Carolina Standard Course of Study* and the NC End-of-Grade (EOG) assessment program.

EVALUATION QUESTIONS

Three general evaluation questions are addressed in this report:

- What services were provided in 2001-02, the first year of Project Achieve?
- What were the effects of the project? What worked?
- How could the project be improved?

DATA COLLECTION

Sources of data for the project included:

- Participation records of planning and training activities and school-based plans for reform at the eight Project Achieve schools.
- Agendas and notes from periodic joint meetings of principals and joint meetings of Instructional Resource Teachers (IRTs) of Project Achieve schools, as well as monthly meetings of the central office Oversight Committee (composed of representatives from Curriculum & Instruction, Evaluation & Research, and Special Programs departments).
- Process checks, including plus-delta reviews of the project, from the fall and spring joint meetings of Project Achieve school leadership teams, together with individual school plans resulting from the spring meeting.
- Mid-year survey of principals and IRTs at participating schools.
- Teacher reviews of the mathematics and reading/language arts focus lessons and the accompanying mini-assessments.
- End-of-year structured telephone interviews with the IRT or principal of participating schools.
- Annual WCPSS parent, student, and staff surveys.
- State EOG growth scores and performance scores in reading and mathematics, primarily for spring 2001 and 2002, at grades 3-8.
- WCPSS Effectiveness Index results, derived from EOG scale scores.
- Budget data for the project, including local and state reports.

Year 1 of Project Achieve was the pilot year, the beginning implementation of a new instructional program. The state's ABCs regression formulas provide the yardstick for assessing the adequacy of growth for students from the baseline year (2000-01) through the pilot year of the program (2001-02). Other analyses are descriptive in nature.

Implementation

IMPLEMENTATION PLAN

District staff determined that eight schools (six elementary and two middle schools) could be supported with available funds for Project Achieve during the 2001-02 instructional year. The six participating elementary schools had memberships ranging from 492 to 729 students, with 34–53% of their students receiving free or reduced–price lunches and 17–27% of students scoring below grade level on state EOG tests. Among the elementary schools, Cary Elementary had the highest number (57) and percentage (8%) of Academically Gifted (AG) students, and Cary, Creech Road, and Smith each had about 15% of students identified for special education. As for English-as-a-Second-Language (ESL) students, Hodge Road had the largest number (139) and percentage (17%) among the elementary schools. Two elementary schools (Creech Road and Rand Road) had few ESL students.

Total memberships of the two middle schools were 773 and 1,013 students, with 32 and 40 percent of their students receiving free or reduced-price lunches and 23 and 24 percent of students performing below grade level on EOG tests. One middle school (East Wake) had 53 ESL students and 228 (23%) students identified for special education. Both the number and percentage of AG students and special education students in the two middle schools were greater than those in the elementary schools, with 22–23% of students in each middle school identified for special education and 8–10% of students identified as academically gifted.

Demographic data for all eight schools, compared to the district as a whole, are shown in Figure 1. These schools had a higher percentage of low-income students (receiving free or reduced-price lunches) and low-achieving students and had slightly less stable populations than the district as a whole.

Figure 1
Demographic Data for Schools Participating in Project Achieve, Year 1

	% of Academically Gifted Students	% of Special Education Students (not AG)	% of ESL (English as a Second Language) Students	% of F/R Lunch Students in 2001-02	% of Low-Achieving* Students in Spring 2001 (Pre-Test)	% of Student Stability**	Number of Students
Elementary Schools (K-5 data)							
Cary	8%	15%	10%	34%	22%	84%	736
Creech Road	3%	15%	0%	49%	20%	88%	506
Hodge Road	3%	13%	17%	48%	24%	85%	803
Rand Road	5%	9%	0%	37%	27%	90%	485
Smith	5%	15%	9%	53%	20%	84%	512
Vance	4%	12%	8%	44%	17%	87%	476
WCPSS	9%	12%	7%	25%	12%	91%	49,170
Middle Schools							
East Garner	10%	22%	1%	32%	23%	92%	773
East Wake	8%	23%	5%	40%	24%	87%	1,013
WCPSS	24%	17%	3%	19%	14%	95%	24,232

* Low-achieving students are those performing below grade level on the NC ABCs End-of-Grade tests in reading and mathematics.

** "Stability," one indicator of mobility, is the percentage of students continually enrolled in a school from the first week of school to the end of the school year.

Source: 2001 and 2002 WCPSS School Profiles

Initial activities for Project Achieve included visitations to school sites currently implementing successful reform projects, work sessions for school teams to examine practices for incorporation in local school-based reform efforts, and planning time for the overall project.

District staff selected as their model an instructional process successfully applied in the Brazosport, Texas school district, based on Total Quality Management principles and the framework provided by the Malcolm Baldrige Criteria for Performance Excellence. The underlying belief in this model is that all students can learn, regardless of race, gender or socioeconomic status. Brazosport's Mary Dunbar, a teacher with demonstrated success in teaching students from different socioeconomic and racial backgrounds, in collaboration with other Brazosport teachers, developed an eight-step instructional process that has been successfully implemented for almost a decade.

WCPSS staff modified the Brazosport process to meet their own students' needs and the North Carolina ABCs accountability standards. The WCPSS Eight-Step Instructional Process is a continuous cycle:

1. Disaggregate Test Scores to Identify Needs: Collect and analyze data, including the disaggregation of EOG test results, to identify weak and strong areas of performance.

2. Develop Pacing Calendar: Develop an instructional calendar with time allocations and areas of focus, all based on the identified needs of students.
3. Deliver Instructional Focus Lessons: Deliver the instructional focus lessons, guided by the calendar, and extend into the regular lessons.
4. Assess Student Mastery: Assess student mastery of the instructional focus through mini-assessments to aid in determining follow-up.
5. Re-Focus: Provide time for tutoring/re-focusing on non-mastery areas.
6. Enrich: Provide opportunities for mastery students to extend learning.
7. Maintain and Re-Teach Throughout the Year: Provide students with materials for ongoing maintenance of new skills and re-teaching as needed.
8. Monitor Process: The principal, as well as the instructional resource teacher and school teams, are continuously involved in examining implementation and success of the teaching and learning process.

ACTUAL IMPLEMENTATION

Planning and Staff Development

Individual school planning teams were composed of five to eight persons, generally teachers from different grade levels and/or subject areas, a special programs teacher, the IRT, and the principal. Their responsibilities included planning and organizing, revising schedules, and ensuring involvement of all school staff (including the special programs teachers, paraprofessionals, and other school staff). Most schools scheduled time for weekly grade-level planning sessions and periodic cross-grade planning meetings.

Teacher involvement at grades K-2 was optional because there was little time to develop the materials, and EOG testing, with high stakes, begins at grade 3. In some participating schools, grade 2 teachers chose to use similar activities/schedules, and K-2 teachers participated in collaborative meetings with grade 3 teachers. Also, K-2 representatives were on school planning teams for the project. (Spring 2002 K-2 assessment data for Project Achieve elementary schools are shown in Attachment 3.)

Planning and staff development occurred not only at the eight schools but also at central locations. School teams were involved in the initial planning, and some staff members visited Brazosport, Texas in spring 2001 to observe the district schools there. During the summer of 2001, school planning teams received a project overview, including Brazosport consultation and examples, and training in the eight-step instructional process. Following that, all staff members of the eight schools participated in project training during workdays before students arrived for the 2001-02 school year, disaggregated their NC EOG test results (Step 1 of the process), and then met regularly to discuss project implementation issues and to participate in professional development activities. During spring break 2002, there was another two-day planning and process check with school teams at a central location. Listed in Figure 2 are the initial Project Achieve activities, some funded through Title VI (Innovative Programs) funds.

Figure 2
Initial Planning & Training Activities

Date	Activities
April 5-6, 2001	Joint planning session with leadership teams of project schools.
April 20, 2001	Joint planning session with leadership teams of project schools.
May 2001	Group visit to Brazosport, Texas school district.
June 4, 2001	Joint information session with leadership teams, led by former Brazosport administrations.
July 11, 2001	Training for teachers who would be writing items for the mini-assessments.
July 17-19, 2001	Joint planning session with leadership teams.
August 2001	Grade-level team & across-grade team planning sessions at the individual schools.
August 2001	Training for IRTs and clerical assistants in use of assessment software and scanners, all at the individual schools.
October 19, 2001	Process check: joint meeting with school leadership teams.
October 2001	Group visit to Brazosport, Texas school district.

Pacing Guideline Calendars and Focus Lesson Development

Beginning in May 2001, the Curriculum and Instruction Department (C&I) staff members and selected teachers developed reading and mathematics pacing guideline calendars and focus lessons for use at each grade (3-8) in the targeted schools (Steps 2 and 3 in the process). Each set of focus lessons in reading and mathematics centered on one to four objectives from the *NC Standard Course of Study*. Unlike the Texas district, WCPSS Instructional Services agreed that the same calendars and focus lessons would be centrally developed – in collaboration with teachers – for participating elementary and middle schools in Project Achieve, rather than individual schools having to separately develop pacing calendars, focus lessons, and mini-assessments.

All curriculum documents had to be completed for use in Year 1. A review process was established to verify the alignment of all focus lessons and materials and accompanying mini-assessments with state content and assessment standards. The review process, begun in summer 2001, continued through the school year. Since it was not possible to complete all curriculum focus lessons or finish the reviews of completed focus lessons by the start of the 2001-02 school year, a schedule was established to develop and deliver materials to schools on a quarterly basis. The schedule was extremely tight and the development of materials was so time-consuming that some services to other schools were postponed. C&I staff members worked collaboratively with teachers to plan and develop the focus lessons for each day of the instructional calendar and have continued to improve them through feedback from schools, expanded instructional resources, and the addition of optional activities and ideas for a variety of learning experiences (to further individualize instruction and provide expansions).

Teachers in grades 3-8 in the targeted schools implemented the 10-20 minute daily focus lessons at the beginning of each reading class and each math class. Focus lessons were intended to introduce skills addressed in the regular instructional period. However, initially, the focus lessons were often used as stand-alone materials, with a return to "regular" instruction following. Eventually, though, teachers planned for and used the brief focus lessons as introductory material, an "anticipatory set," which they enhanced and extended into the full time allotted for math and reading instruction. (Consistency varied somewhat by school, grade, and special education composition.)

During the 2001 fall months, a team of AG teachers and central office staff wrote the first set of enrichment lessons as another resource for use with students who had demonstrated mastery of the targeted skills within focus lessons. Enrichment lessons are designed to broaden knowledge and further emphasize higher order thinking skills. Also during these fall months, Special Programs staff members provided consultation/assistance to special education teachers in participating schools regarding the appropriate focus lesson levels and resources for individual students. In many cases, students in special education classes were mainstreamed into regular classrooms for the focus lesson portion of reading and math instructional blocks. Self-contained special education classes presented a different challenge due to varied instructional levels within each class.

Quarterly, each teacher in Project Achieve schools received notebooks that organized the series of focus lessons (with scripts and suggestions for extending the lessons included), transparencies for use with an overhead projector, and pre-printed student handouts. Manipulatives/materials for mathematics hands-on activities were also distributed.

In April 2002, at a central location, a full review of the year's focus lessons was completed by teacher grade-level teams (one representative from each of the participating schools) at the elementary level, and by across-grade teams of math and language arts/reading teachers in joint sessions of the two participating middle schools. This was also a time for teachers to share methods and resources for re-teaching and enrichment and successful means of extending the focus lessons.

Locally Developed Mini-Assessments

Early disaggregation of North Carolina Accountability System EOG results was completed before the beginning of the 2001-02 school year. Also, E&R, in collaboration with C&I and selected teachers, produced short four-to-16-item assessments (tools used to measure student mastery of the objectives tied to a specific series of focus lessons), and dates for assessments were a part of the new instructional pacing guides and calendar. This development began in summer 2001, as soon as calendars were developed, and continued throughout the year (a time-consuming process).

On an approximate weekly basis, student mastery of targeted curriculum material was measured using short multiple-choice assessments developed jointly by E&R and C&I (Step 4). From August 2001 through May 2002, students in the targeted grades completed about 21 reading assessments and 23 mathematics assessments. A typical reading

assessment consisted of a reading passage followed by four to eight comprehension, meta-cognition, and/or analysis questions, while a typical math assessment consisted of about 10 items requiring calculations and/or problem-solving skills. After students completed assessments, the individual schools scanned student answer sheets and produced same-day reports of assessment results. Schools used these data - along with teacher observations and other measures – to identify student needs for "re-focusing" (remediation) or enrichment instruction and activities in language arts and mathematics. At each school, "Team Time," a 30-minute or longer period, was set aside – generally daily – for either re-focusing or enrichment of the target focus lesson objectives (Steps 5 and 6 of the process).

Test Magic, a software package containing assessment items based on the *NC Standard Course of Study* and field-tested statewide, was selected for use in the early mini-assessments. Meanwhile, new items were produced by collaboration between C&I and E&R, with some teachers from Project Achieve and other schools employed as item writers. A complete discussion of item development and the analysis of pilot results are available in E&R Report #02.28. The mini-assessments were designed to measure student mastery of curriculum objectives taught in the focus lessons, and schools could produce reports of assessment results per objective for each class and grade level as well as for individual students.

The mathematics mini-assessments covered 39-42 objectives at each grade level, 3-5, in the elementary schools and 33-41 objectives at each middle school grade level. Overall, students showed higher percentages of mastery on the math assessments than on the reading assessments. The average percent mastery on the math assessments for all the participating schools ranged from 66–74% at 3rd grade, 61–70% at 4th grade, 63–70% at 5th grade, 56–61% at 6th grade, 63% (both middle schools) at 7th grade, and 61% (both middle schools) at 8th grade.

The reading mini-assessments covered 41-44 objectives at each elementary school grade level and 33-45 objectives at each middle school grade level. The average percent mastery on the reading assessments ranged from 53-68% at 3rd grade, 58-69% at 4th grade, 61-70% at 5th grade, 58-61% at 6th grade, 62-64% at 7th grade, and 62-70% at 8th grade.

Other Instructional Resources

Additional instructional resources and services available to students in the Project Achieve schools, as well as in other WCPSS schools, include:

- Accelerated Learning Program (ALP) at grades 3-8, providing up to 22 days of additional mathematics and literacy instruction in small groups for low achievers.
- ALP II, funded by Title I and local funds, to improve literacy skills for struggling students, primarily in grades K-2.
- Special Education at all grade levels.
- English as a Second Language at all grade levels.
- Communities in Schools (including volunteer tutors) in elementary schools.

- Instructional Resource Teacher in the elementary schools and two middle schools.
- Two Class-Size Reduction teacher positions in each of the participating elementary schools, at grades K-3. (Twenty other elementary schools also received one or more CSR positions.)

Project Expenditures

The overall expenditures for Project Achieve in the eight schools were $689,205.07, not including the resources cited above. With services to 3,201 grades 3-5 elementary students and 1,786 middle school students, the cost per student was $138.21. Project expenditures as of June 30, 2002, are summarized in Figure 3. These costs do not reflect C&I, Special Education, or E&R staff time devoted to the project.

Figure 3
Project Achieve Expenditures, 2001-02

Budget Categories			Costs
Planning			$ 26,197.50
297 Substitute Teacher Days at $70 each	*$*	*20,790.00*	
Other	*$*	*5,407.50*	
Focus Lesson Writers			$ 62,142.00
Enrichment Lesson Writers			$ 2,585.00
Staff Training			$ 30,120.06
Instructional Supplies, Materials, & Equipment *(Excluding Assessments)*			$ 285,407.97
Temporary Clerical Assistance			$ 2,080.39
Printing *(Focus Lessons)*			$ 118,452.24
Assessments			$ 161,985.27
Computers	*$*	*7,125.00*	
Printers	*$*	*6,000.00*	
Scanners & Answer Sheets	*$*	*34,677.00*	
Software	*$*	*26,400.00*	
Printing	*$*	*24,131.27*	
Item Writers	*$*	*15,850.00*	
Miscellaneous			$ 234.64
TOTAL			**$ 689,205.07**

For this project, local, state and federal resources were redirected to assist in the development of school reform plans at these schools. For instance, funding from the Improving America's Schools Act (Title V) was allocated for planning and training activities. Because the program is still in development and additional schools being added, many of the expenditures above are recurring costs in Year 2 of the project. However, some expenditures should decrease over time.

Effects of the Program

A few key facts regarding implementation provide important context in interpreting project outcomes:

- In participating elementary schools, Project Achieve targeted grades 3-5 in the first year of implementation, postponing implementation in grades K-2. (The 2001-02 data for participating elementary schools are shown in Attachment 3.)
- Rapid implementation, rather than delay for another year, was a deliberate choice, and most participants adopted a can-do attitude.
- New curriculum pacing guides/calendars for each grade were developed and used by all participating schools. However, teachers received the pacing guides and the first batch of focus lessons (for the first quarter) in August 2001 at the beginning of the 2001-02 school year, after their own yearly plans/maps had been made. This meant that focus lessons were, in the beginning, often treated as stand-alone activities, rather than as an anticipatory set for extensions and integration with subsequent activities.
- There were some mismatches between focus lesson objectives and the matching mini-assessments, particularly during the first months of the project, but this improved when an extra step was added: review of all items by C&I staff.
- Initially, some materials were delivered "just in time," and some had to be copied at the schools rather than centrally. Most were done centrally to save clerical time at the school level. Also in the beginning months, too many or too few of some materials were occasionally delivered to some schools.
- East Garner Middle School underwent a major construction/renovation project in Year 1, resulting in long distances between the outlying mobile classrooms and the interior classrooms. This arrangement resulted in lengthened transition times between classes, and shortened the planned 30-minute Team Time (for refocusing/remediation or enrichment activities) at the end of the school day.

PARTICIPANT FEEDBACK ON PROJECT EFFECTIVENESS

Mid-Year Status

The principals and IRTs at Project Achieve schools completed a mid-year survey in January 2002. They were asked to describe how their schools were implementing Project Achieve and for their perceptions of the status of the project in several areas. On the whole, respondents reported that Project Achieve was making a difference. (See Attachment 1 for the complete questionnaire and elementary and middle school results.)

All agreed that the largest impact of the project by mid-year was a greater knowledge of curriculum by teachers and better pacing and sequencing of lessons, and about 90 percent of the respondents believed that Project Achieve will contribute to higher achievement for students. Respondents also reported that although the mini-assessments did not always adequately gauge the objective of a focus lesson, mini-assessments were helping

to identify more quickly those students who were falling behind. The perceived amount of teacher buy-in to the Project Achieve process was higher at the elementary level than at the middle school level.

As with any new program, implementation took a great deal of time and energy and presented challenges to staff. The brief timeframe for project preparation was a challenge. Planning and organization within the eight schools and the development, distribution, and use of curriculum pacing guides, focus lessons (with accompanying scripts, suggested extensions, math manipulatives, enrichment and remediation materials), and related mini-assessments were, in the beginning months, just in time. Gradually, school staffs reported higher comfort levels with the project, especially in the elementary schools where more teamwork (grades 3-5), flexibility of scheduling, and refinement of processes were evidenced. More rigid middle school culture and structure (formal departmentalization and specialization, six fixed-time class periods, etc.) may have contributed to slower buy-in for the eight-step process.

In the open-ended portion of the mid-year survey, respondents observed that the academic impact of re-focusing was greater than that of enrichment. Team Time (the daily period for re-focusing or enrichment) was viewed as the biggest challenge at mid-year and, related to that, the scheduling/use-of-time/structural issues. Integrating instruction overall and differentiation of instruction, too, were described as challenging but were cited as goals at every school. Respondents suggested that more resources and staff development were needed to reach the desired level of differentiation of instruction in many classrooms.

Process Checks

Process checks were conducted in joint meetings of all school planning teams in October and April. Much of the time at the October meeting was devoted to question-and-answer sessions with representatives from the Brazosport, Texas district, those who had years of experience implementing the eight-step process.

In April, school teams listed their perceived successes and challenges, and then the meeting results, including school's subsequent plans, were summarized for all participants. Teams reported that the greatest strengths of the project at that time were:

- Improved understanding of the state *Standard Course of Study* by teachers, specialists, and central office staff.
- Improved pacing of objectives and lessons and more integration of science and social studies.
- More team and across-grade planning and collaboration.
- Shared focus for regular education and special education teachers.
- Reduction of off-task behaviors because of the quick pace of lessons.
- More focused and timely interventions provided for students.

Some needs identified by the teams at that time were:

- Training, resources, and support for differentiation and enrichment activities.

- More extension activities for focus lessons.
- Improved alignment of focus lessons and mini-assessments.

Teacher Reviews of Focus Lessons

In mid-April and early May, teacher teams, composed of one representative from each grade and subject area of the schools, reviewed all of the first year's focus lessons and their matching mini-assessments in math and reading/language arts. Overall, reviewers liked the focus lessons and recommended few changes in them. They reported that:

- Students were actively engaged in the focus lessons and expressing pleasure in the new resources and activities.
- Teachers would prefer more scripting or suggestions for extending the focus lessons into the remainder of the instructional blocks for math and reading.
- Schools that had not already done so were preparing a change in their daily schedules so that lengthier and uninterrupted blocks of time could be set aside for reading and mathematics.

During the full-day meetings, reviewers shared novel ideas for extending the focus lessons and for differentiation of instruction for students with varying mastery levels of targeted objectives. *Many stated that one of the most beneficial aspects of the focus lesson reviews was learning from other teachers or, in other words, each teacher's sharing of their own students' responses to the focus lessons and of the perceived success or failure of ideas each had developed for extending the lessons and differentiating instruction.* As a result of these discussions, focus lesson reviewers and central office staff agreed to schedule more opportunities for sharing ideas across schools as a portion of their professional development during the second year of Project Achieve.

Parent and Student Feedback

Beginning in the 2000-01 school year, the district has surveyed samples of parents and students annually at all schools. A comparison of two years of parent and student responses regarding the academic program in the Project Achieve schools is shown in Figures 4 to 7 below.

Elementary Schools

Overall, from 91–96% of parents responding to the survey in Year 1 of Project Achieve perceived that the educational program at their child's elementary school was of high quality (up from 73%–86% in the previous year). Also, 86%–97% of the parents indicated that their child was challenged by classes, 82%–94% that the school was helping his/her child learn reading and math skills, and 90%–99% that teachers in the school really seemed to care about the students (Figure 4). With only two exceptions, the percent of positive responses for these survey items increased at the end of Year 1 by 3–21 percentage points, indicating increased parent satisfaction with the educational program in Project Achieve elementary schools. Additionally, for each instructional item, parent satisfaction in half or more of the Project Achieve elementary schools (and

improvement over time in the perception of quality as shown in item 1) was equal to or greater than the district elementary school average.

Figure 4
Parent Opinion of Academic Program in Elementary Schools

Item	*Percent "Agree" or "Strongly Agree"*													
	Cary		Creech Road		Hodge Road		Rand Road		Smith		Vance		WCPSS	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
My child's school provides a high quality educational program.	86%	95%	79%	93%	73%	92%	82%	92%	76%	91%	75%	96%	87%	94%
My child is given challenging work in all classes.	82%	87%	86%	97%	67%	87%	90%	90%	94%	86%	80%	95%	82%	90%
Teachers in this school really seem to care about the students.	89%	96%	79%	90%	81%	95%	90%	97%	96%	95%	87%	99%	89%	96%
Rate the school in helping your child acquire skills or knowledge about:	*Percent "Good" or" Excellent"*													
Reading Skills	84%	90%	84%	90%	83%	82%	95%	87%	86%	92%	82%	93%	88%	91%
Math Skills	83%	92%	86%	90%	87%	87%	92%	94%	77%	89%	80%	93%	86%	89%
Sample Size	58	85	43	71	52	41	62	64	46	66	79	100	4,499	6,733

Note: Shaded areas indicate an increase (or a decrease of no more than 1 percentage point) in positive ratings from the previous year.

In spring 2002, students in four of the six Project Achieve elementary schools gave higher ratings than in the previous year on key survey items (Figure 5). In five of the six schools, a higher percentage of students agreed that it was easy to get help from the adults in their school (78%–89%), while 83–96% of students gave ratings of "Good" or "Excellent" to their school's helping students learn reading and mathematics. These results suggest higher student satisfaction than in the previous year.

Figure 5
Elementary Student Survey Results

Item	*Percent "Agree" or "Strongly Agree"*													
	Cary		Creech Rd.		Hodge Rd.		Rand Rd.		Smith		Vance		WCPSS	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
It is easy to get help from the adults in this school.	83%	82%	76%	78%	59%	86%	58%	78%	76%	85%	65%	89%	71%	84%
Please rate this school in helping you learn:	*Percent "Good" or" Excellent"*													
Reading Skills	80%	87%	88%	84%	92%	84%	89%	92%	80%	84%	77%	83%	89%	88%
Math Skills	92%	91%	84%	85%	91%	84%	90%	88%	83%	90%	82%	96%	90%	90%
Sample Size	67	127	79	111	92	124	73	120	81	118	93	123	6,577	10,109

Note: Shaded areas indicate an increase (or a decrease of no more than 1 percentage point) in positive ratings from the previous year.

Middle Schools:

Historically, middle school parent ratings are lower than those for elementary schools, yet a pattern like that in the elementary schools emerged with parent survey results in the two Project Achieve middle schools. Although the percentage of positive parent ratings in the two schools was not as high as that for the district, *middle school parent ratings of the educational program in the two schools increased from the previous year's ratings* in every instance (Figure 6).

Figure 6
Parent Opinion of Academic Program in Middle Schools

Item	*Percent "Agree" or "Strongly Agree"*					
	East Garner		East Wake		WCPSS	
	Spring 2001	Spring 2002	Spring 2001	Spring 2002	Spring 2001	Spring 2002
My child's school provides a high quality educational program.	58%	88%	73%	77%	81%	90%
My child is given challenging work in all classes.	52%	77%	64%	79%	73%	82%
Teachers in this school really seem to care about the students.	65%	79%	68%	85%	77%	88%
Rate the school in helping your child acquire skills or knowledge about:	*Percent "Good" or "Excellent"*					
Reading Skills	77%	79%	72%	81%	83%	87%
Math Skills	75%	86%	75%	82%	83%	87%
Sample Size	69	59	95	73	1,958	2,016

Note: Shaded areas indicate an increase in positive ratings from the previous year.

As shown in Figure 7, students in Project Achieve middle schools indicated more satisfaction with their school in helping students learn reading skills but not math skills. The percentage of students agreeing that it was easy to get help from the adults in their school (69% and 59%) declined from the previous year (about 75% at each school).

Figure 7
Middle School Student Survey Results

Item	*Percent "Agree"*					
	East Garner		East Wake		WCPSS	
	Spring 2001	Spring 2002	Spring 2001	Spring 2002	Spring 2001	Spring 2002
It is easy to get help from the adults in this school.	75%	69%	76%	59%	65%	76%
Please rate this school in helping you learn:	*Percent "Good" or "Excellent"*					
Reading Skills	80%	81%	72%	82%	82%	83%
Math Skills	78%	72%	79%	79%	85%	82%
Sample Size	103	144	145	138	3,086	3,377

Note: Shaded areas indicate an increase in positive ratings from the previous year.

Staff Survey Results

Surveys are administered annually to gauge opinions of all WCPSS school staff members. In Project Achieve schools in spring 2002, the number of staff members who responded to the surveys increased from the previous year (Figures 8 and 9) at both the elementary and middle schools.

In the elementary schools, teachers reported more enjoyment of work, and more than 90% of staff members indicated that their school climate promotes student learning and that their staff uses a variety of instructional methods, with higher ratings of agreement in 2001-02 than in the previous year. In five of the six elementary schools, staff also indicated higher expectations for students and more teacher involvement in planning and decision making than in the previous year. In contrast, only 56-67% of staff in Project Achieve elementary schools agreed that they use techniques such as curriculum mapping to align lessons, a sharp decline in agreement from the previous year, possibly resulting from an uneasy combination of Project Achieve pacing guides for focus lessons in addition to or atop some teachers' own curriculum maps/calendars for at least the first half of the school year. Some teachers may also have felt that curriculum mapping had been taken out of school hands with the central calendar. Satisfaction with materials and equipment and staff development increased but remains among the lowest ratings. Staff discussions of these results occurred during the fall at both the school and central office meetings of project participants.

Figure 8
Elementary School Staff Survey Results

Items	*Percent "Agree" or "Strongly Agree"*													
	Cary		Creech Rd.		Hodge Rd.		Rand Rd.		Smith		Vance		WCPSS	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
I enjoy my work.	35%	96%	86%	96%	85%	97%	83%	93%	100%	98%	97%	96%	90%	96%
Our school climate promotes student learning.	91%	95%	60%	96%	65%	87%	94%	93%	72%	96%	88%	92%	91%	96%
Staff have high expectations for students.	89%	98%	71%	89%	52%	74%	77%	77%	78%	95%	100%	94%	90%	93%
Staff uses variety of instructional methods.	92%	96%	67%	95%	74%	91%	89%	93%	77%	93%	94%	94%	93%	97%
Faculty involved in planning & decision making.	90%	92%	25%	69%	32%	72%	77%	72%	79%	93%	53%	67%	75%	84%
Staff development meets needs of teachers.	92%	80%	66%	81%	71%	70%	69%	72%	77%	80%	74%	75%	75%	85%
School has necessary materials/equipment.	62%	75%	58%	81%	59%	59%	76%	73%	29%	60%	74%	80%	78%	83%
I use techniques such as curriculum mapping to align my lessons.	83%	66%	86%	63%	67%	67%	82%	61%	76%	56%	88%	61%	86%	90%
Sample Size	48	80	37	57	34	70	35	57	36	56	34	54	2,951	4,677

Note: Shaded areas indicate an increase in positive ratings from the previous year.

As shown in Figure 9, all Project Achieve middle school staff survey responses, except for one item, are much more positive than in the previous year, indicating increases in satisfaction with the instructional program. Ratings for enjoyment of work were greater than the district average, but other agreement ratings suggest room for improvement, especially in faculty involvement in planning and decision making, staff development and improved alignment of lessons.

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Figure 9
Middle School Staff Survey Results

Items	*Percent "Agree" or "Strongly Agree"*					
	East Garner		East Wake		WCPSS	
	Spring 2001	Spring 2002	Spring 2001	Spring 2002	Spring 2001	Spring 2002
I enjoy my work.	90%	97%	81%	97%	92%	95%
Our school climate promotes student learning.	70%	76%	38%	76%	82%	87%
Staff have high expectations for students.	51%	76%	69%	74%	81%	86%
Staff uses variety of instructional methods.	67%	76%	75%	84%	87%	94%
Faculty involved in planning & decision-making.	42%	63%	27%	40%	62%	76%
Staff development meets needs of teachers.	61%	73%	56%	67%	67%	78%
School has necessary materials/equipment.	43%	69%	76%	79%	73%	80%
I use techniques such as curriculum mapping to align my lessons.	67%	54%	80%	60%	75%	82%
Sample Size	52	64	48	79	1,353	1,825

Note: Shaded areas indicate an increase in positive ratings from the previous year.

IMPACT ON STUDENT ACHIEVEMENT

Method and Measures

The ABCs Accountability system uses results from the state's EOG reading and math tests for grades 3-8, along with writing assessments at grades 4 and 7, to set standards against which to measure annual *Growth* and *Performance* for every elementary and middle school in the state. (However, based on NC Department of Public Instruction decisions, writing scores at grades 4 and 7 were not included in the 2000-01 and 2002-02 ABCs calculations.) It should be noted, too, that special education students were not exempt from EOG tests in 2000-01 and 2001-02. These students were expected to take alternative forms of the tests, and results of the alternative assessments are included as a portion of each school's performance composite (percent of students at or above grade level).

The state accountability system is based on student EOG test scores, but statistical models are used to aggregate individual scores and report them for the school as a whole. The regression models used adjust only for pretest scores and for initial achievement-level standings. Two measures are used:

- **Growth:** A *growth composite* is calculated from two years of EOG test scores. Raw scores of the EOG tests are converted to scale scores so that test results can be compared on a common scale across years. Schools achieve *Expected Growth* if the composite indicates, on average, one year's growth for one year of instruction. To meet *High Growth*, a school's scores must increase 10% more than is expected.

- **Performance**: Levels are used to indicate whether a student scores below grade level (Levels I or II), on grade level (Level III), or above grade level (Level IV). A *performance composite*, the percent of students on or above grade level in reading and in math, is reported.

For Year 1 of Project Achieve, the 2001-2002 ABCs *growth* and *performance* results for participating schools were used to evaluate school-level achievement of state standards. Specifically, each school's *Expected Growth* composite, *High Growth* composite, and *Performance* composite from the ABCs are compared to those same statistics for the previous year. Comparisons are calculated by grade for both reading and mathematics. Scores are also disaggregated by student race, gender, free and reduced-price lunch status, special education status, and prior achievement level.

Two goals for Project Achieve schools were to achieve higher growth on state ABC standards and to exceed state ABCs growth and performance standards of the previous year (as evidenced by annual NC ABCs Accountability System reports). Because additional resources were applied in Project Achieve schools, we hypothesized that those schools would likely improve growth and performance composites from the previous (baseline) year. A second hypothesis was that parents and staff would express more positive opinions about the academic program in participating schools. Comparisons are made from spring 2001 (before Project Achieve) to spring 2002 (after Project Achieve) although spring 2000 results are shown for context.

ACADEMIC IMPACT IN THE SIX ELEMENTARY SCHOOLS

ABC Overall Growth Composites, Grades 3-5

A review of ABCs *Expected* and *High Growth* composites for Project Achieve schools shows that ***all six of the participating elementary schools met the state High Growth standard in 2001-02.*** This pattern differed from the previous year, when only three of the six schools achieved *High Growth*, and from spring 2000 as well, when only one of the schools achieved *High Growth* (Figure 10). ***Additionally, state officials named Cary Elementary one of the state's 25 Most Improved K-8 Schools.*** This pattern suggests that Project Achieve, in coordination with other instructional resources, helped student achievement at participating schools on the tests comprising the ABCs.

Figure 10
Overall Growth in Elementary Schools, Grades & Subjects Combined, for Three Years

	Spring 2000		Spring 2001		Spring 2002	
	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Cary Elementary	yes	yes	yes	no	yes	yes
Creech Road Elementary	no	no	yes	yes	yes	yes
Hodge Road Elementary	no	no	yes	no	yes	yes
Rand Road Elementary	no	no	yes	no	yes	yes
Smith Elementary	no	no	yes	yes	yes	yes
Vance Elementary	yes	no	yes	yes	yes	yes
WCPSS	92% of Elementary Schools	81% of Elementary Schools	93% of Elementary Schools	63% of Elementary Schools	84% of Elementary Schools	56% of Elementary Schools

Note: Shaded areas indicate that the *High Growth* standard was met.

Standard Growth by Subject and Grade Level, Grades 3-5

While *all Project Achieve elementary schools met the state ABCs High Growth standard* when grades and subjects were combined, it is possible for higher growth in one subject or grade to outweigh lower growth in another. In other words, growth may vary by grade and/or subject. Therefore, additional comparisons of growth at each grade level and for each subject (reading and mathematics) provide more detailed information for teachers and administrators (see Figures 11–14).

Reading Results:

- As in the district as a whole, growth in reading in Project Achieve elementary schools was greatest at grade 5. Fifth-grade students in all six elementary schools met the *High Growth* standard.
- As in the district as a whole, 4th-grade students in four of the schools (Cary, Creech Road, Rand Road, and Smith) did not meet the *Expected Growth* standard in reading. In contrast, 4th-grade students at Hodge Road and Vance met the *High Growth* standard.
- As in the district as a whole, 3rd-grade students in half of the elementary schools (Cary, Creech Road, and Vance) met the *Expected Growth* standard in reading. Additionally, 3rd-grade students at Cary and Vance attained *High Growth*. Third-grade students in three of the schools did not attain *Expected Growth*.
- Students at Vance attained *High Growth* in reading at every grade level, while students at Cary and Hodge Road attained *High Growth* at two grade levels, and students in the other three schools attained *High Growth* at one grade level.
- In all instances but one, when *High Growth* in reading was attained in the participating schools, it was greater than in the district as a whole.

Growth results for reading in the six elementary schools for the pilot year, 2001-02, are shown in Figure 11.

Figure 11
ABC Standard Growth in READING by Grade Level (3-5), Spring 2002

School	Grade	Expected Growth	High Growth	Met Expected Growth?	Met High Growth?
Cary	3rd	1.77	2.10	yes	yes
	4th	-0.35	-1.00	no	no
	5th	2.07	1.69	yes	yes
Creech Road	3rd	0.38	-0.11	yes	no
	4th	-0.86	-1.27	no	no
	5th	0.71	0.33	yes	yes
Hodge Road	3rd	-0.15	-0.64	no	no
	4th	0.67	0.27	yes	yes
	5th	2.56	2.18	yes	yes
Rand Road	3rd	-0.44	-0.93	no	no
	4th	-0.16	-0.57	no	no
	5th	1.78	1.40	yes	yes
Smith	3rd	-0.29	-0.77	no	no
	4th	-0.43	-0.84	no	no
	5th	1.55	1.18	yes	yes
Vance	3rd	0.63	0.14	yes	yes
	4th	0.77	0.37	yes	yes
	5th	1.21	0.83	yes	yes
WCPSS	3rd	0.09	-.40	yes	no
	4th	-0.10	-0.51	no	no
	5th	0.93	0.55	yes	yes

Note 1: The numbers zero and above indicate growth, while negative numbers indicate that a growth standard was not met.
Note 2: Shaded areas indicate that a specific growth standard was met.

Mathematics Results:

- Students in two of the schools (Cary and Vance) met the *High Growth* standard in math at all grades while, like the district, students in three other schools (Hodge Road, Rand Road, and Smith) met *High Growth* at two grade levels.
- The only instance of students not meeting *Expected Growth* was in grade 3 at Hodge Road and Smith. Furthermore, as with the district, the only instance of students not meeting *High Growth* in math was at Grade 3.
- Growth at every grade level was greater than that of the district at three (Cary, Rand Road, and Vance) of the six elementary schools. Growth in math less than that of the district average occurred only in grade 5 at Creech Road, and in grade 3 at Hodge Road and Smith, the schools with the highest percentage of students receiving free or reduced-price lunches.

Growth results for mathematics in the six elementary schools for the pilot year, 2001-02, are shown in Figure 12 below.

Figure 12
ABC Standard Growth in MATHEMATICS Grade Level (3-5), Spring 2002

School	Grade	Expected Growth	High Growth	Met Expected Growth?	Met High Growth?
Cary	3rd	1.66	1.30	yes	yes
	4th	2.05	1.70	yes	yes
	5th	1.19	0.82	yes	yes
Creech Road	3rd	0.47	-0.38	yes	no
	4th	3.05	2.70	yes	yes
	5th	0.30	-0.07	yes	no
Hodge Road	3rd	-0.75	-2.70	no	no
	4th	2.56	4.60	yes	yes
	5th	1.16	1.60	yes	yes
Rand Road	3rd	0.82	-0.03	yes	no
	4th	2.65	2.29	yes	yes
	5th	1.32	0.95	yes	yes
Smith	3rd	-0.58	-1.43	no	no
	4th	2.61	2.26	yes	yes
	5th	0.59	0.26	yes	yes
Vance	3rd	1.33	0.48	yes	yes
	4th	2.50	2.15	yes	yes
	5th	0.96	0.59	yes	yes
WCPSS	3rd	0.42	-0.44	yes	no
	4th	1.16	0.81	yes	yes
	5th	0.53	0.15	yes	yes

Note 1: The numbers zero and or above indicate that a growth standard was met, while negative numbers indicate that a growth standard was not met.
Note 2: Shaded areas indicate that a specific growth standard was met.

Three years of growth data are shown in Figures 13 and 14 to illustrate further trends over time in the six participating elementary schools and in the district.

Reading

- Slow improvement is shown in the number of grades attaining *High Growth* in reading over time: spring 2000 (7 of 18 grades), spring 2001 (10), and spring 2001 (11) in the six Project Achieve elementary schools.
- Grade 5 growth in reading over time is a strength in both Project Achieve schools and the district.
- Growth in reading is relatively weaker at grade 3 (in the district and in five of six Achieve schools) and grade 4 (in the district and in four of six Project Achieve schools.)

Figure 13
Project Achieve ABC Growth Standards Met/Not Met in READING, Grades 3-5, for Three Years

School	Grade	READING					
		Spring 2000		Spring 2001		Spring 2002	
		Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Cary	3rd	yes	yes	yes	yes	yes	yes
	4th	no	no	no	no	no	no
	5th	yes	yes	yes	yes	yes	yes
Creech Road	3rd	no	no	no	no	yes	no
	4th	no	no	yes	yes	no	no
	5th	yes	no	yes	yes	yes	yes
Hodge Road	3rd	yes	no	no	no	no	no
	4th	no	no	yes	no	yes	yes
	5th	yes	yes	yes	yes	yes	yes
Rand Road	3rd	yes	yes	no	no	no	no
	4th	no	no	no	no	no	no
	5th	yes	yes	yes	yes	yes	yes
Smith	3rd	no	no	yes	no	no	no
	4th	no	no	yes	yes	no	no
	5th	yes	yes	yes	yes	yes	yes
Vance	3rd	yes	no	no	no	yes	yes
	4th	no	no	no	no	yes	yes
	5th	yes	yes	yes	yes	yes	yes
WCPSS	3rd	yes	yes	yes	no	yes	no
	4th	no	no	yes	no	no	no
	5th	yes	yes	yes	yes	yes	yes

Note: Shaded areas indicate that a specific growth standard was met.

Mathematics

- Greater improvement in mathematics than in reading is shown in the number of grades reaching *High Growth* by spring 2002.
- Growth in mathematics over time is relatively weaker at grade 3 in both Project Achieve schools and the district.

Figure 14
Project Achieve ABC Growth Standards Met/Not Met in MATHEMATICS, Grades 3-5, for Three Years

School	Grade	MATHEMATICS					
		Spring 2000		Spring 2001		Spring 2002	
		Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Cary	3rd	no	no	yes	no	yes	yes
	4th	yes	yes	yes	no	yes	yes
	5th	yes	yes	yes	no	yes	yes
Creech Road	3rd	no	no	no	no	yes	no
	4th	yes	yes	yes	yes	yes	yes
	5th	no	no	yes	no	yes	no
Hodge Road	3rd	no	no	no	no	no	no
	4th	yes	yes	yes	yes	yes	yes
	5th	no	no	yes	yes	yes	yes
Rand Road	3rd	no	no	no	no	yes	no
	4th	yes	yes	yes	no	yes	yes
	5th	yes	yes	yes	yes	yes	yes
Smith	3rd	no	no	yes	no	yes	no
	4th	yes	yes	yes	yes	yes	yes
	5th	no	no	no	no	yes	yes
Vance	3rd	no	no	yes	no	yes	yes
	4th	yes	yes	yes	yes	yes	yes
	5th	yes	no	yes	yes	yes	yes
WCPSS	3rd	no	no	yes	no	yes	no
	4th	yes	yes	yes	yes	yes	yes
	5th	yes	yes	yes	no	yes	yes

Note: Shaded areas indicate that a specific growth standard was met.

Disaggregated ABC Growth Composites for Student Subgroups, Grades 3-5

Gain columns/bars in Figures 15a and 15b illustrate the amount of growth by 17 student subgroups in the six elementary schools combined compared to the average growth for the district (all grades and subjects combined). Both *Expected Growth* and *High Growth* composites by each subgroup are presented.

For all student subgroups, growth in the Project Achieve elementary schools (all grades and subjects combined) exceeded the average growth of the district.

ABCs *Expected Growth* Composite by Group, Elementary Schools

- Achievement level and F/R Lunch status groups:
  - All achievement levels met the *Expected Growth* standard, with the strongest growth made by Level I and II students, a pattern that helps the Project Achieve schools reach the WCPSS 95% goal.

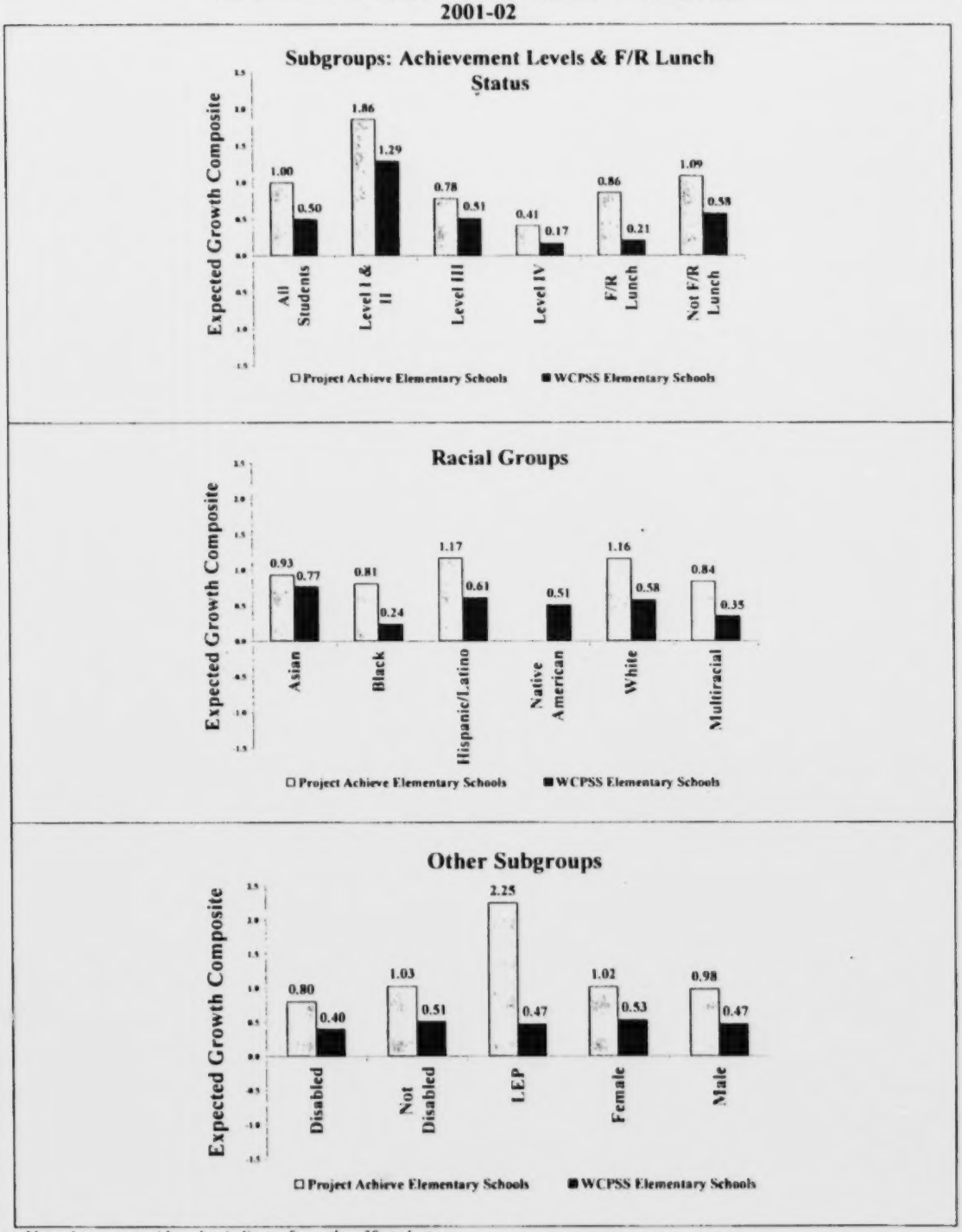
- The F/R Lunch students' growth composite was lower than that of the non-F/R Lunch students, but the discrepancy was smaller than in WCPSS elementary schools overall.

- Racial groups:
  - All racial/ethnic groups met the *Expected Growth* standard.
  - The pattern for Project Achieve elementary schools is similar to that of the district, but higher growth was attained by each racial/ethnic group in the Project Achieve schools.
- Other subgroups:
  - The remaining student subgroups (Disabled, Not Disabled, LEP, Female and Male) met the *Expected Growth* standard in Project Achieve schools and the district as a whole.
  - Higher growth was attained in the Project Achieve schools than in the district by the other subgroups, with growth by LEP (Limited English Proficient) students in Project Achieve schools substantially greater than in the district.

ABCs *High Growth* Composite by Group, Elementary Schools

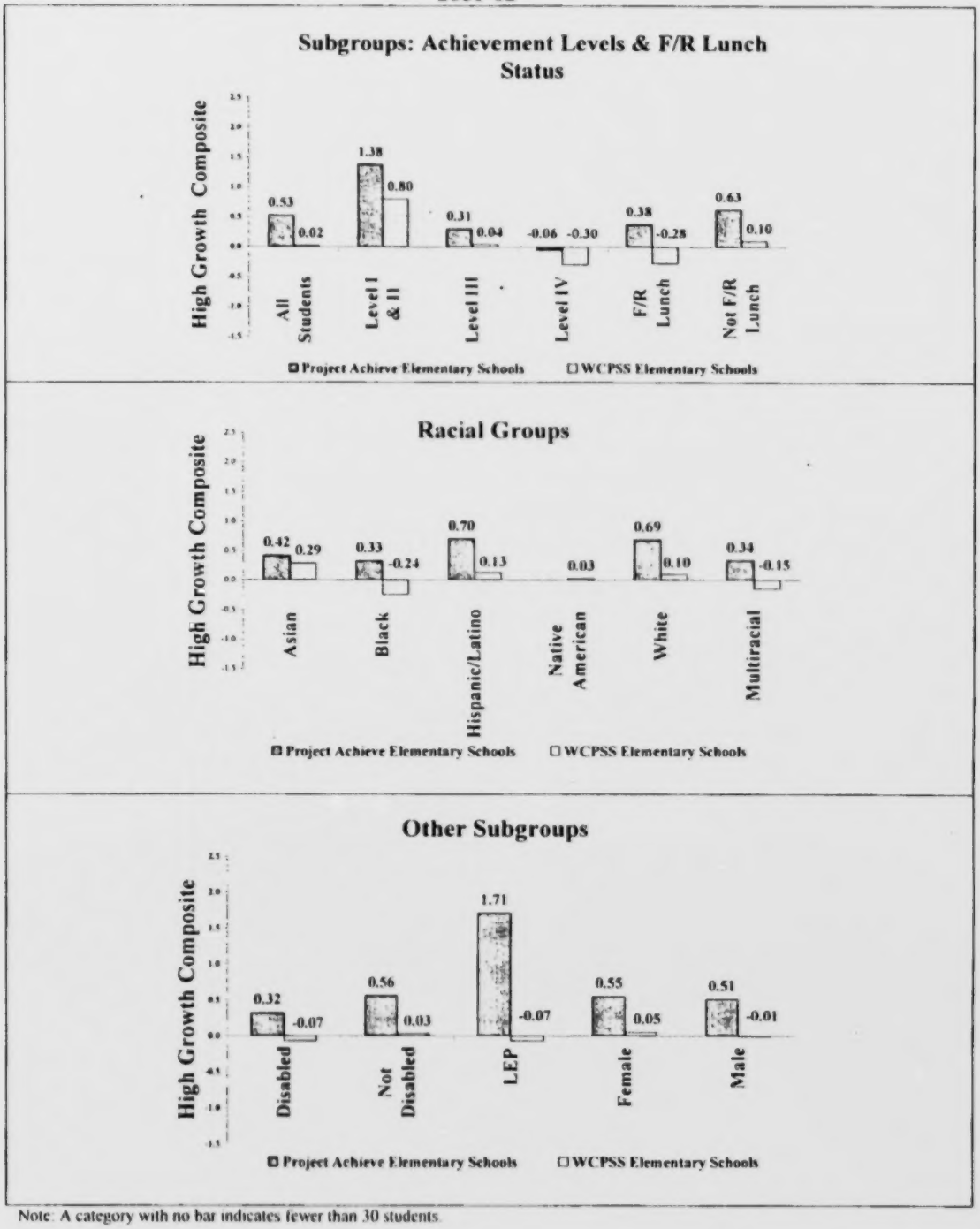
- Achievement levels and F/R Lunch status groups:
  - The *High Growth* standard was attained by four of five achievement level and F/R Lunch subgroups, with higher growth by these student groups in Project Achieve schools than in the district.
- Racial subgroups:
  - All racial/ethnic groups met the *High Growth* standard in Project Achieve schools but not in the district as a whole (where four of six subgroups met the standard).
- Other subgroups:
  - All the other student subgroups (Disabled, Not Disabled, LEP, Female and Male) met the *High Growth* standard in Project Achieve schools but not in the district.

Figure 15a
EXPECTED Growth Composites for Achieve Elementary Schools and the District
All Grades and Subjects Combined, for 17 Subgroups
2001-02



Note. A category with no bar indicates fewer than 30 students.

Figure 15b
HIGH Growth Composites for Achieve Elementary Schools and the District
All Grades and Subjects Combined, for 17 Subgroups
2001-02



Note: A category with no bar indicates fewer than 30 students.

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Expected and *High Growth* composites by subgroup for the individual Project Achieve schools are shown in Attachment 2.

Top Ten in High Growth Scores

A review of ABCs *Expected* and *High Growth* Composites for Project Achieve elementary schools shows that growth in achievement for at least two student subgroups at each Project Achieve school ranked in the top ten or top twenty (among the 78 elementary schools) in WCPSS. As shown in Figure 16, growth was exceptional in many student subgroups in three of the six Project Achieve elementary schools (Cary, Vance, and Hodge Road). Cary and Vance had among the top gains for Level III and IV students as well as Level I-II's.

Figure 16
School Rank for ABCs Growth Scores, Spring 2002, for Subgroups of Students (Among the 78 WCPSS Elementary Schools)

	F/R Lunch	Levels I & II	Level III	Level IV	Black	Hispanic/ Latino	White	Disabled
Cary	**Top 10** N=85	**Top 10** N=68	**Top 10** N=112	**Top 10** N=104	**Top 10** N=71	**Top 10** N=20	**Top 10** N=170	**Top 20** N=46
Creech Road	ABCs Expected	ABCs High	ABCs High	ABCs Below	**Top 20** N=140	n/a	**Top 20** N=84	ABCs Expected
Hodge Road	**Top 10** N=128	**Top 20** N=87	ABCs High	ABCs Expected	**Top 20** N=140	**Top 10** N=36	**Top 10** N=108	**Top 20** N=28
Rand Road	**Top 20** N=75	**Top 20** N=70	ABCs High	ABCs Expected	**Top 10** N=56	n/a	**Top 10** N=148	ABCs Below
Smith	ABCs Expected	ABCs High	ABCs Expected	ABCs Below	**Top 20** N=129	n/a	ABCs Expected	**Top 20** N=37
Vance	**Top 10** N=84	**Top 10** N=47	**Top 10** N=103	**Top 20** N=54	**Top 10** N=72	n/a	**Top 10** N=113	**Top 20** N=19

Note: n/a indicates two few students to calculate reliably.

WCPSS Effectiveness Index, Grades 3-5

The Effectiveness Index is a method developed in WCPSS for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables considered in the model are the prior year's achievement scores for each student, each student's special education status, and two measures of socio-economic status. EOG test scale scores are analyzed for all students tested in a school, and school-wide performance is compared to how all similar students perform across the school district. If school-wide performance is similar to what occurs

in 75–80% of district schools, the category is labeled "Expected". If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on end-of-grade tests was below or above what might be expected based upon the characteristics of the students in the school

Three years of Effectiveness Indices for Project Achieve elementary schools are shown in Figure 17.

Figure 17
Effectiveness Index Scores for Elementary Schools by Subject and Grade

School	Grade	READING			MATHEMATICS		
		Spring 2000	Spring 2001	Spring 2002	Spring 2000	Spring 2001	Spring 2002
Cary	3rd	Expected	Expected	Above	Expected	Expected	Above
	4th	Expected	Below	Expected	Expected	Below	Expected
	5th	Expected	Expected	Above	Above	Expected	Expected
Creech Road	3rd	Below	Expected	Expected	Below	Expected	Expected
	4th	Below	Above	Expected	Below	Above	Above
	5th	Below	Expected	Expected	Below	Expected	Expected
Hodge Road	3rd	Below	Expected	Expected	Below	Below	Below
	4th	Expected	Expected	Expected	Expected	Expected	Above
	5th	Expected	Expected	Above	Below	Expected	Expected
Rand Road	3rd	Expected	Below	Below	Above	Expected	Expected
	4th	Expected	Below	Expected	Below	Below	Above
	5th	Below	Below	Expected	Below	Expected	Expected
Smith	3rd	Below	Expected	Expected	Below	Expected	Expected
	4th	Expected	Above	Expected	Expected	Above	Above
	5th	Expected	Expected	Expected	Expected	Expected	Expected
Vance	3rd	Expected	Expected	Expected	Expected	Expected	Above
	4th	Expected	Expected	Above	Expected	Expected	Above
	5th	Expected	Expected	Above	Expected	Expected	Expected

Note: Shaded areas indicate that a school's growth ranked in the top 16% among WCPSS schools.

Reading Indices:

- Compared to similar students/schools within the district, indices of *Above Expected* (in the top 16% among WCPSS elementary schools) in reading growth increased from the previous year.
- Indices of *Above Expected* were attained at Cary (at grades 3 and 5), Vance (at grades 4 and 5), and Hodge Road (at grade 5).

Mathematics Indices:

- Grade 4 student math indices were at the *Above Expected* level in five of the six Project Achieve schools, with Rand Road showing great progress by moving from *Below Expected* in the previous year to *Above* in 2002. At Cary, 4th grade math indices moved from *Below* in 2001 to *Expected* in 2002.

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- Cary and Vance student math indices were *Above Expected* at Grade 3, compared to similar students/schools within the district.

PERFORMANCE COMPOSITES FOR ELEMENTARY SCHOOLS

Overall Performance Composites

The overall *Performance Composite* for a school is the percent of all students at or above grade level for all grades and subjects combined. Cary, Hodge Road, Rand Road, and Smith were recognized as *Schools of Distinction* (at least 80% of students perform at or above grade level and met *Expected* or *High Growth*), and Vance was recognized as a *School of Excellence* (at least 90% of students perform at or above grade level and met *Expected* or *High Growth*). As noted earlier, state officials recognized Cary Elementary as one of the state's "Most Improved K-8 Schools." Cary had a performance composite of 86.4% this year, compared with 77.7% last year.

In the baseline year before the project began, only two elementary schools (Creech Road and Vance) had 80% or more students at or above grade level. By 2002, all but one school (at 79.5%) had 80% or more students at/above grade level, with Vance above 90% for the first time. Creech Road had an increase in performance composite of almost 20 percentage points from spring 2000 to spring 2001 and was able to maintain the gain in spring 2002. In four of the six schools, the increase in percentage points was greater than the district average.

Figure 18
Percent of Elementary Students at/above Grade Level by School on ABCs

	Spring 2000	Spring 2001	Spring 2002	Increase in Percentage Points 2001-2002	Increase from Previous Year?
Cary Elementary	73.2%	77.7%	86.4%	8.7	yes
Creech Road Elementary	61.9%	80.3%	79.5%	-0.8	no
Hodge Road Elementary	70.8%	76.2%	87.9%	11.7	yes
Rand Road Elementary	70.5%	73.1%	86.1%	13.0	yes
Smith Elementary	73.7%	79.9%	80.9%	1.0	yes
Vance Elementary	80.6%	83.1%	90.5%	7.4	yes
WCPSS	82.0%	86.1%	89.3%	4.8	yes

Note: Shaded areas indicate an increase.

Performance Composites by Subject and Grade Level

Performance composites (percentage of students at/above grade level) for both reading and mathematics at grades 3, 4, and 5 are shown in Figures 19 and 20.

Performance Composites in Reading Between Spring 2001 and Spring 2002:

- At grade 3, five of six participating elementary schools had 81-89% of students at/above grade level in reading in 2002, compared to two of six schools the previous year.
- Increases in percentage of students at or above grade level in reading were attained in three of the six elementary schools at grade 3, and in four of the six schools at grades 4 and 5.
- In those schools with increases in percentage of students at/above grade level in reading, the increases in 2002 were greater than for the district. The largest increases were in fifth grade at Vance and Rand Road (13.8 and 10.9 percentage points) and in third grade at Cary (12.3).
- Increases in reading performance composites at every grade level were made at Cary and Hodge Road, while increases at every grade except 3rd grade were made at Vance and Rand Road. A reverse pattern was found at Smith where increases in reading were attained at grade 3 alone. Creech Road had no increases in percentage of students at/above grade level in reading at grades 3-5 (offset by large increases in mathematics).

Figure 19
Increases in Percent of Elementary Students at/above Grade Level in READING by Grade for Three Years

School	Grade	Spring 2000	Spring 2001	Spring 2002	Increase/ Decrease in %-age Points 2001 to 2002	Increase from Previous Year?
Cary	3rd	71.5%	76.5%	88.8%	12.3	yes
	4th	75.7%	73.3%	79.7%	6.4	yes
	5th	79.5%	84.5%	87.3%	2.8	yes
Creech Road	3rd	51.5%	84.2%	82.2%	-2.0	no
	4th	57.3%	82.2%	63.9%	-18.3	no
	5th	71.7%	85.2%	73.5%	-11.7	no
Hodge Road	3rd	66.7%	77.2%	82.4%	5.2	yes
	4th	66.0%	75.7%	82.0%	6.3	yes
	5th	77.8%	85.6%	92.2%	6.6	yes
Rand Road	3rd	73.6%	72.6%	69.0%	-3.6	no
	4th	68.9%	74.0%	82.7%	8.7	yes
	5th	70.7%	82.8%	93.7%	10.9	yes
Smith	3rd	71.4%	74.8%	82.2%	7.4	yes
	4th	68.9%	83.1%	72.8%	-10.3	no
	5th	82.7%	86.4%	84.4%	-2.0	no
Vance	3rd	79.2%	82.1%	80.9%	-1.2	no
	4th	72.6%	76.3%	86.9%	10.6	yes
	5th	84.0%	82.1%	95.9%	13.8	yes
WCPSS	3rd	83.1%	85.3%	87.6%	2.3	yes
	4th	81.6%	85.9%	87.4%	1.5	yes
	5th	87.7%	90.8%	92.3%	1.5	yes

Note 1: Negative numbers indicate a decrease from the previous year.
Note 2: Shaded areas indicate increases from the previous year.

Performance Composites in Mathematics Between Spring 2001 and Spring 2002:

- Overall, compared to the previous year, the percentage of students at or above grade level in mathematics was greater than that in reading. Also, in general, increases from 2000-01 to 2001-02 were greater than those in reading.
- The math pattern in percentage of students at/above grade level in Achieve schools is like that of the district: lowest at grade 3 and highest at grade 4.
- Increases in percentage of students at or above grade level in mathematics were achieved in four of the six participating schools at grade 3, five of six schools at grade 4, and all six schools at grade 5.
- Increases at every grade level were made at Cary, Creech Road, Hodge Road and Rand Road, while Vance had no increase at one grade (grade 3) and Smith had no increases at grades 3 and 4.
- All increases but one in percentage of students at/above grade level in mathematics in the Project Achieve elementary schools were greater than for the district as a whole. The largest increases (14.8 percentage points) were in grades 3 and 4 at Cary, grades 3 and 4 at Hodge Road (12.6 and 14.2 percentage points), and grades 4 and 5 at Rand Road (13.7 and 10.8 percentage points).

Figure 20
Increases in Percent of Students at/above Grade Level in MATHEMATICS by Grade for Three Years

School	Grade	Spring 2000	Spring 2001	Spring 2002	Increase/ Decrease in %-age Points 2001 to 2002	Increase from Previous Year?
Cary	3rd	65.9%	75.9%	**90.7%**	14.8	yes
	4th	81.8%	82.6%	**97.4%**	14.8	yes
	5th	87.6%	**90.6%**	**91.8%**	1.2	yes
Creech Road	3rd	41.5%	75.0%	78.9%	3.9	yes
	4th	77.6%	**90.5%**	**96.3%**	5.8	yes
	5th	75.0%	76.5%	81.9%	5.4	yes
Hodge Road	3rd	62.2%	72.0%	84.6%	12.6	yes
	4th	82.0%	85.2%	**98.4%**	13.2	yes
	5th	77.1%	84.0%	87.4%	3.4	yes
Rand Road	3rd	72.1%	65.3%	73.2%	7.9	yes
	4th	75.0%	83.7%	**97.4%**	13.7	yes
	5th	74.4%	83.9%	**94.7%**	10.8	yes
Smith	3rd	64.8%	76.0%	72.0%	-4.0	no
	4th	84.6%	**94.0%**	**90.6%**	-3.4	no
	5th	84.6%	78.7%	83.0%	4.3	yes
Vance	3rd	84.7%	87.6%	82.6%	-5.0	no
	4th	83.7%	**90.0%**	**97.6%**	7.6	yes
	5th	**93.3%**	88.1%	**97.3%**	9.2	yes
WCPSS	3rd	80.0%	84.0%	87.1%	3.1	yes
	4th	89.2%	**92.7%**	**94.8%**	2.1	yes
	5th	88.9%	**92.1%**	**93.8%**	1.7	yes

Note 1: Negative numbers indicate a decrease from the previous year.
Note 2: Shaded areas indicate increases from the previous year.

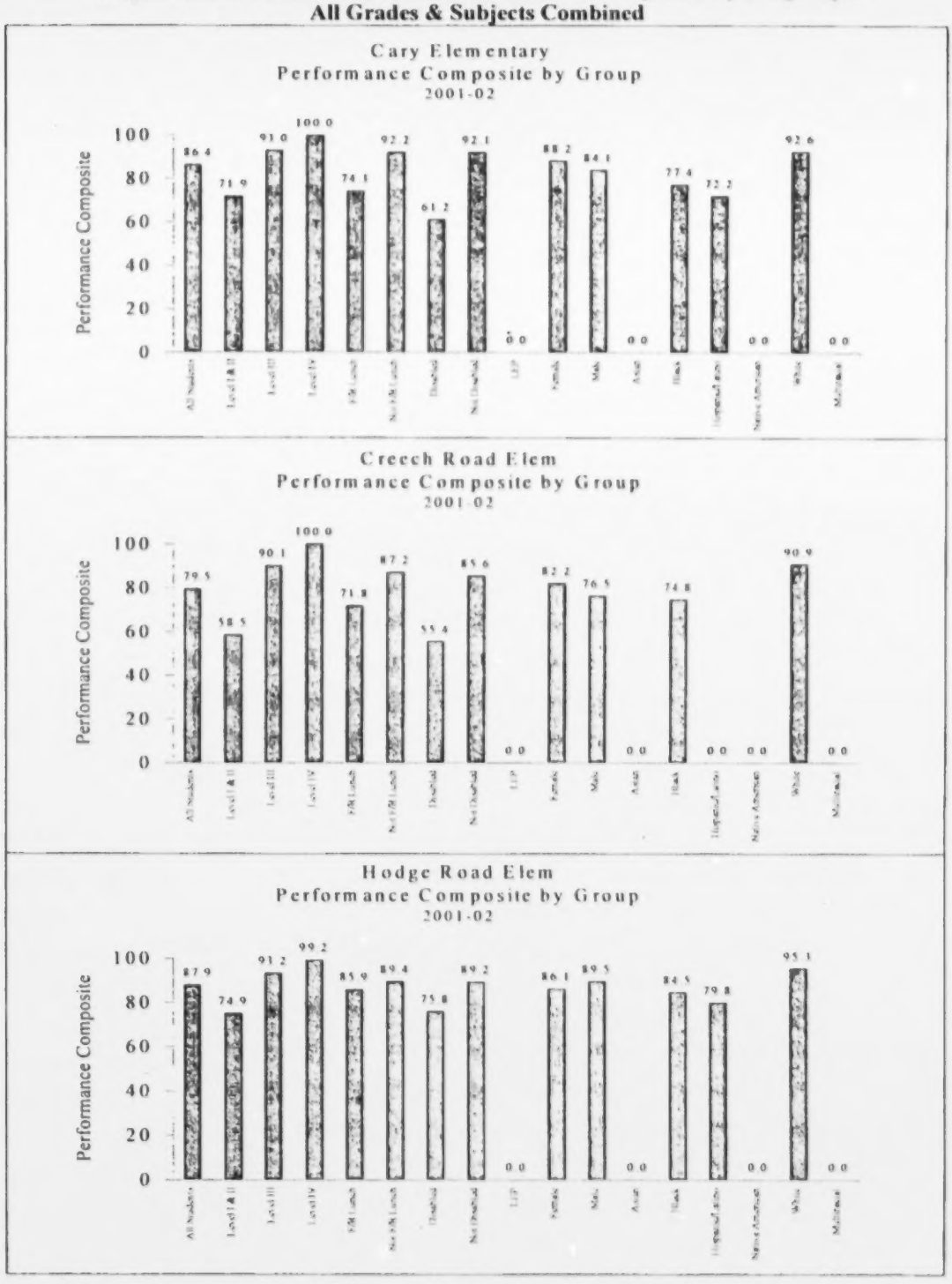
In general, with EOG results disaggregated for all students by subject and grade, Project Achieve schools achieved increases greater than the district in the percentages of their students scoring at or above grade level. Although increases in reading at Creech Road did not outpace the district, the increase in percentage of students at/above grade level in mathematics did outpace the district.

Disaggregated Performance Composites by Student Subgroups, Grades 3-5

While all Project Achieve elementary schools attained increases in performance composites (percentage of students at/above grade level), performance composites vary by student subgroups. Therefore, analyses of performance composites for student subgroups provide more detailed information for teachers and administrators. Performance composites for 17 student subgroups at the six participating elementary schools and for the district are shown in Figure 21. For example, Level I and II students are those whose achievement was below grade level the previous year. The performance composite in 2001-02 is the percentage of those students whose achievement increased to grade level or above (Level III or IV).

- WCPSS had four subgroups with fewer than 75% of students showing grade level performance in Spring 2002 on EOG tests – Level I & II students (as of spring 2001), F/RL students, disabled students, & LEP students.
- Achieve schools also tended to show lower performance for these same groups with some notable exceptions: Both Hodge Road and Vance had only one subgroup below 75% (Level I & II students), and Rand Road had only two. Hodge Road had the smallest gap between the performance of F/RL and non-F/RL students (only 3.5 percentage points, and Vance had the smallest gap between disabled and non-disabled students (11 percentage points).
- Challenges remain, with all Project Achieve schools having one or more subgroups below 70% at grade level. The higher ABC growth shown at Achieve schools will help bring more students to grade level.

Figure 21
Project Achieve Elementary School Performance Composites by Subgroups, All Grades & Subjects Combined



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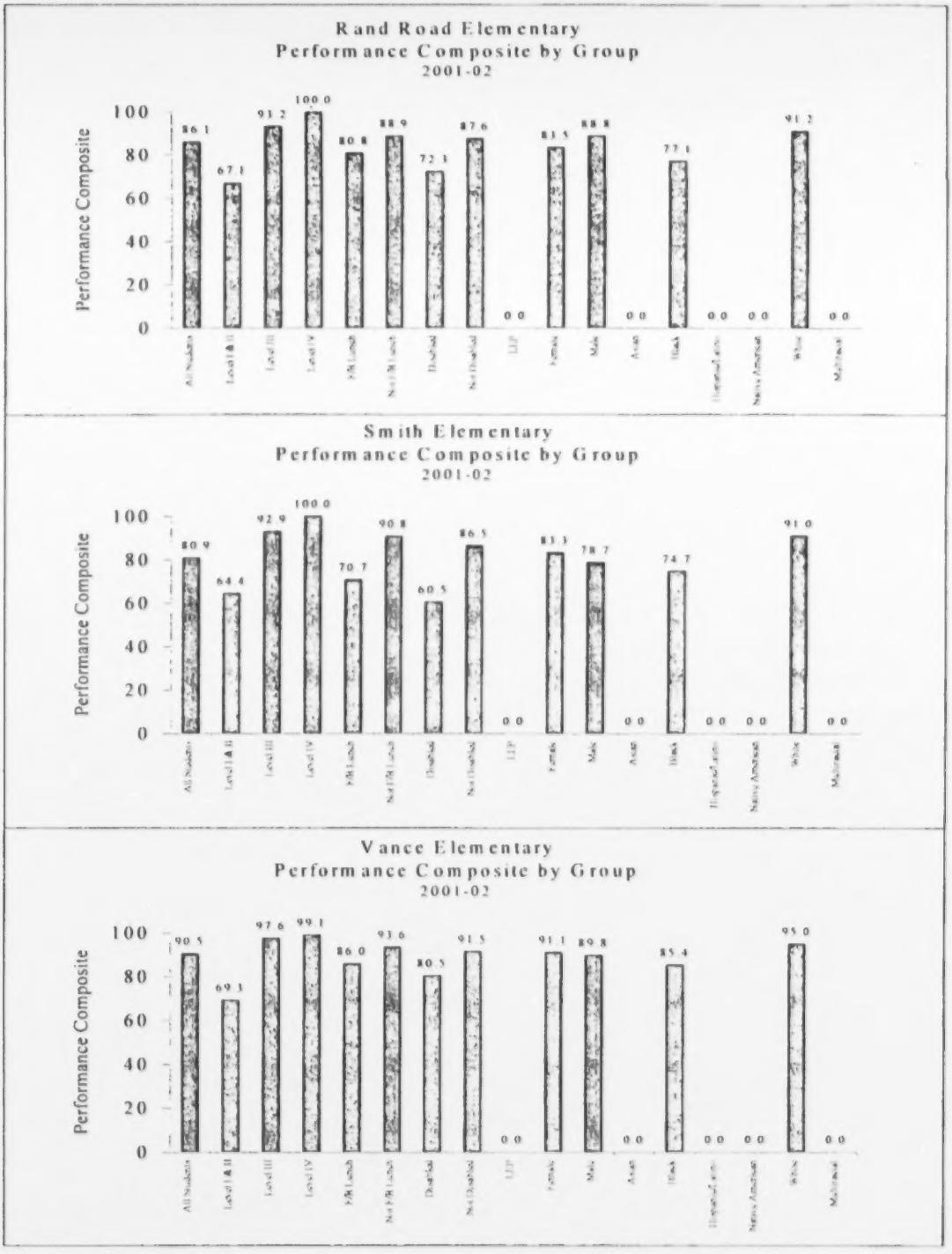

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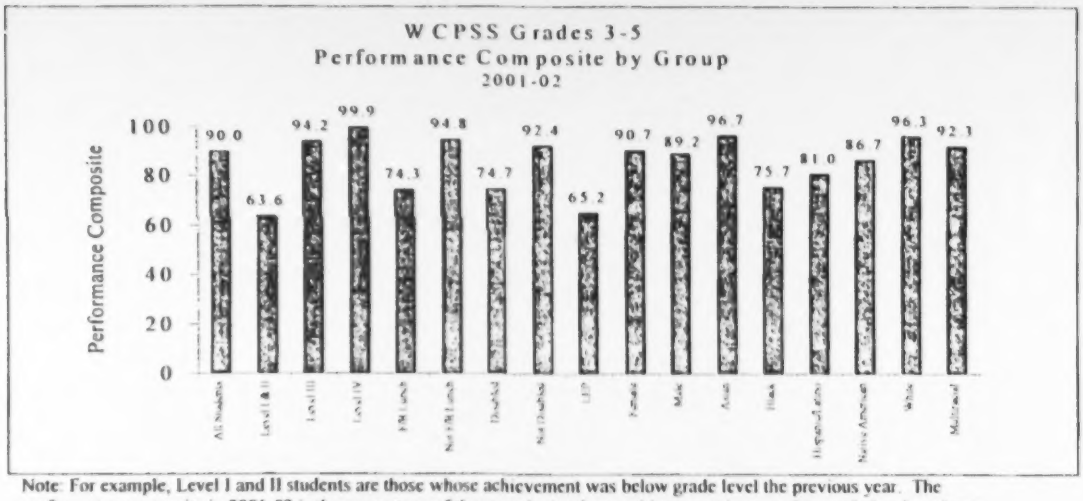

Note: For example, Level I and II students are those whose achievement was below grade level the previous year. The performance composite in 2001-02 is the percentage of those students whose achievement increased to grade level or above.

ACADEMIC IMPACT IN THE TWO MIDDLE SCHOOLS

Overall Growth Scores for Middle Schools, Grades 6-8

A review of ABCs *Expected* and *High Growth* composites for Project Achieve middle schools shows that ***both Project Achieve middle schools met the state High Growth standard in 2001-2002*** (Figure 22). This pattern differed from the previous year when only one of the two middle schools achieved *High Growth*.

Figure 22
Overall Growth in Middle Schools, Grades and Subjects Combined

	Spring 2000		Spring 2001		Spring 2002	
	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
East Garner Middle School	no	no	yes	**yes**	yes	**yes**
East Wake Middle School	no	no	yes	no	yes	**yes**
WCPSS	77% of Middle Schools	45% of Middle Schools	75% of Middle Schools	46% of Middle Schools	92% of Middle Schools	63% of Middle Schools

Note: Shaded areas indicate that the *High Growth* standard was met.

Standard Growth by Subject and Grade Level, Grades 6 - 8

Although both Project Achieve middle schools met the state ABCs *High Growth* standard when grades and subjects were combined, growth may vary by grade and subject area. Thus, additional comparisons of growth at each grade level and for each subject provide more detailed information for teachers and administrators (see Figures 23–24).

Reading Results:

- As in the district as a whole, 8th-grade students in both middle schools met the *Expected Growth* standard in reading. Furthermore, 8th-grade students at East Garner attained *High Growth*.
- Students at East Garner attained *High Growth* in reading at two grade levels (7th and 8th grade), and students at East Wake did so at one grade level (7th grade), while middle school students at the district level did not meet the *High Growth* standard in reading at any grade level.
- Grade 6 remains the biggest challenge for both Project Achieve and WCPSS; grade 7 reading results are stronger in the Achieve middle schools.

Figure 23
Standard Growth in READING by Grade Level (6-8), Spring 2002

School	Grade	Expected Growth	High Growth	Met Expected Growth?	Met High Growth?
East Garner Middle	6th	-1.23	-1.47	no	no
	7th	0.61	0.31	yes	yes
	8th	0.93	0.71	yes	yes
East Wake Middle	6th	0.07	-0.17	yes	no
	7th	0.66	0.36	yes	yes
	8th	0.00	-0.23	yes	no
WCPSS	6th	-0.32	-0.55	no	no
	7th	-0.28	-0.58	no	no
	8th	0.06	-0.17	yes	no

Note 1: The numbers zero and above indicate that a growth standard was met, while negative numbers indicate that a growth standard was not met.
Note 2: Shaded areas indicate that a growth standard was met.

Mathematics Results:

- As in the district as a whole, growth in mathematics in project Achieve middle schools was greatest at Grade 7. Seventh-grade students in both middle schools met the *High Growth* standard, and growth was greater than for the district.
- As in the district as a whole, sixth- and seventh-grade students at East Garner attained *High Growth* in math. Seventh-grade students at East Wake attained *High Growth*.
- Unlike the district, eighth-grade students in neither middle school met the *Expected Growth* standard in mathematics.

Figure 24
Standard Growth in MATHEMATICS by Grade Level (6-8), Spring 2002

School	Grade	Expected Growth	High Growth	Met Expected Growth?	Met High Growth?
East Garner Middle	6th	0.57	0.24	yes	yes
	7th	1.50	1.17	yes	yes
	8th	-0.19	-0.48	no	no
East Wake Middle	6th	-0.01	-0.34	no	no
	7th	1.30	0.97	yes	yes
	8th	-0.43	-0.71	no	no
WCPSS	6th	0.98	0.65	yes	yes
	7th	0.95	0.62	yes	yes
	8th	0.17	-0.12	yes	no

Note 1: The numbers zero and above indicate that a growth standard was met, while negative numbers indicate that a growth standard was not met.
Note 2: Shaded areas indicate that a growth standard was met.

Growth scores in reading and mathematics for a three-year period are shown in Figures 25 and 26.

Figure 25
Growth Standards Met/Not Met in READING, Grades 6-8, for Three Years

		READING					
		Spring 2000		Spring 2001		Spring 2002	
School	Grade	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
East Garner Middle	6th	no	no	no	no	no	no
	7th	no	no	yes	yes	yes	yes
	8th	yes	yes	yes	yes	yes	yes
East Wake Middle	6th	no	no	no	no	yes	no
	7th	yes	no	yes	yes	yes	yes
	8th	no	no	yes	no	yes	no
WCPSS	6th	yes	yes	no	no	no	no
	7th	no	no	yes	no	no	no
	8th	yes	yes	yes	no	yes	no

Note: Shaded areas indicate that a growth standard was met.

Figure 26
Growth Standards Met/Not Met in MATHEMATICS, Grades 6-8, for Three Years

School	Grade	MATHEMATICS					
		Spring 2000		Spring 2001		Spring 2002	
		Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
East Garner Middle	6th	no	no	yes	no	yes	yes
	7th	no	no	yes	yes	yes	yes
	8th	yes	yes	no	no	no	no
East Wake Middle	6th	yes	no	no	no	no	no
	7th	no	no	yes	yes	yes	yes
	8th	no	no	no	no	no	no
WCPSS	6th	no	no	yes	yes	yes	yes
	7th	yes	yes	yes	yes	yes	yes
	8th	yes	yes	yes	no	yes	no

Note: Shaded areas indicate higher growth (or maintaining *High Growth)* in 2002.

Disaggregated Growth Composites for Student Subgroups, Grades 6-8

For some groups of students, the two middle schools did show increases in growth, and many increases were higher than those of the district. For example, gain columns/bars in Figures 27 and 28 illustrate the amounts of growth by 17 student subgroups at the two middle schools combined compared to the district. Both *Expected Growth* and *High Growth* composites by each subgroup are presented.

Among the 17 student subgroups, growth by Level I and II, free and reduced-price lunch (F/RL), non-F/RL, Black, White, and male students was greater in the two Project Achieve middle schools than in the district.

ABCs *Expected Growth* Composite by Group, Middle Schools

- Achievement levels and F/R lunch status groups:
  - All achievement levels met the *Expected Growth* standard, with the strongest growth made by Level I and II students, a pattern that helps the Project Achieve schools reach the WCPSS 95% goal.
  - The F/R lunch students' growth composite was lower than that of the non-F/R lunch students, but the discrepancy was smaller than in WCPSS middle schools overall.
- Racial groups:
  - Black, White, and Multiracial groups met the *Expected Growth* standard in Project Achieve middle schools; Hispanic/Latino students did not.
  - Higher growth was attained by Black and White students in the Project Achieve middle schools than in the district.

- Other subgroups:
  - The Non-Disabled, LEP, Female and Male student subgroups (but not the Disabled group) met the *Expected Growth* standard in Project Achieve middle schools and the district.

ABCs *High Growth* Composite by Group, Middle Schools

- Achievement levels and F/R lunch status groups:
  - The *High Growth* composite pattern of Project Achieve middle schools was similar to that of the district, yet growth by Level I & II students and F/R lunch students was higher than that of the district.
- Racial subgroups:
  - Neither the district middle schools nor the Project Achieve middle schools attained the *High Growth* standard for Black and Hispanic/Latino groups, although Black students did achieve higher growth in Project Achieve schools than in the district middle schools as a whole.
- Other subgroups:
  - Non-disabled, male and female groups reached the *High Growth* standard in Project Achieve middle schools, with male and non-disabled students showing higher growth than WCPSS.

Figure 27
EXPECTED Growth Composites for Achieve Middle Schools and the District, All Subjects and Grades Combined, for 17 Subgroups

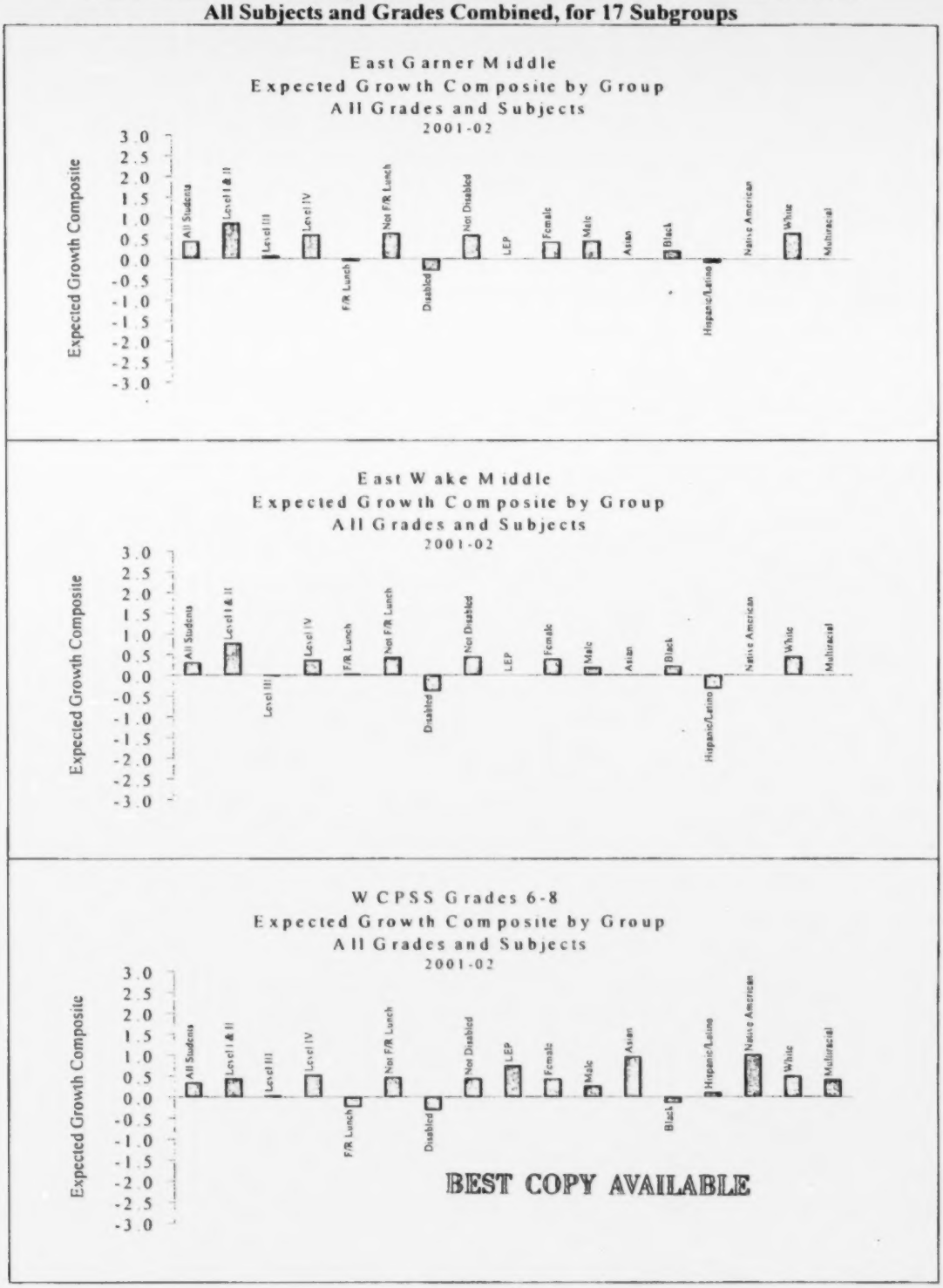

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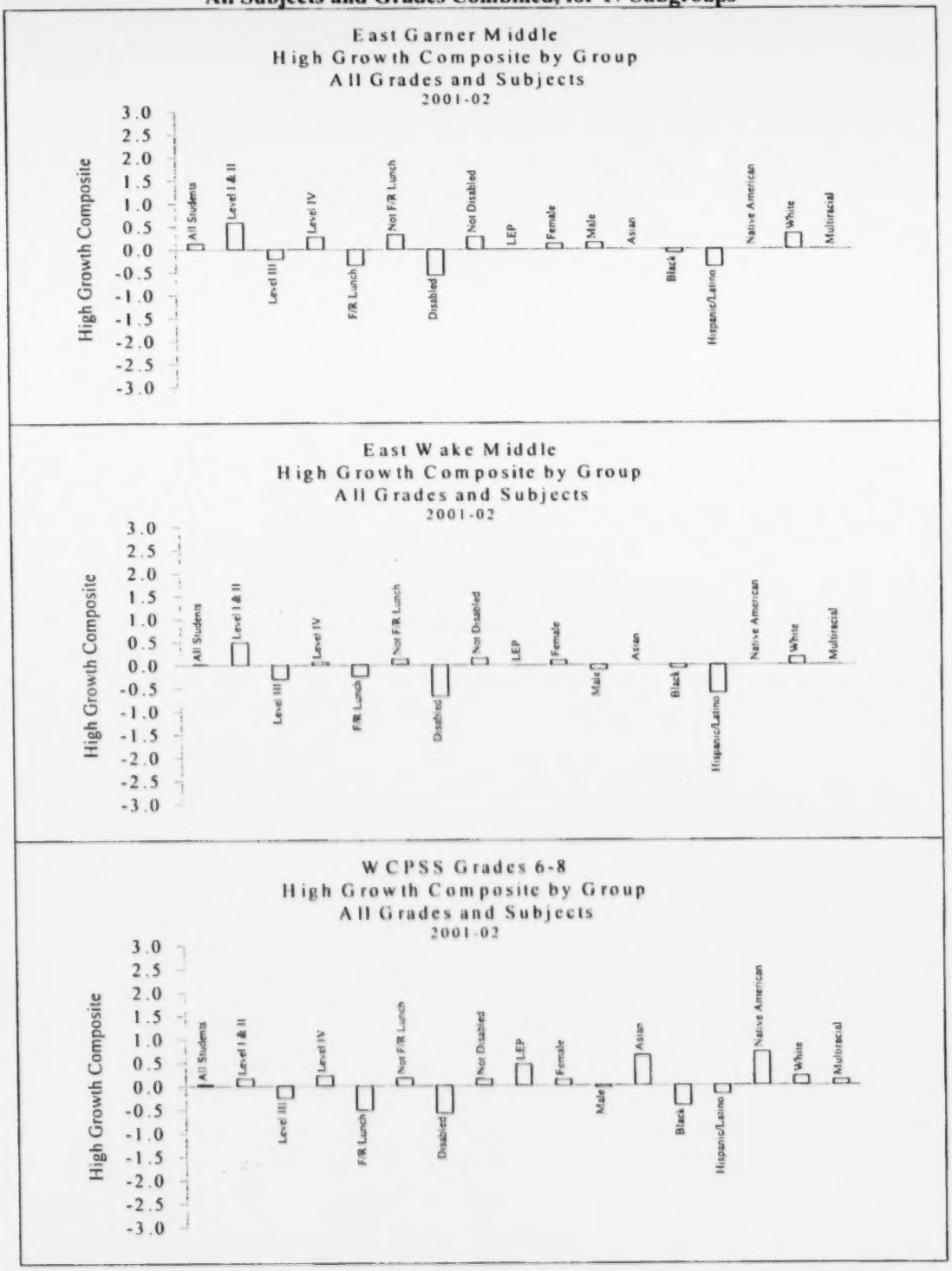
Figure 28
HIGH Growth Composites for Achieve Middle Schools and the District, All Subjects and Grades Combined, for 17 Subgroups



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Top Ten in ABCs Growth Scores

A review of ABCs *Expected* and *High Growth* composites for Project Achieve middle schools shows that *Expected* or *High Growth* in achievement by some student subgroups ranked in the top ten among the 25 middle schools in WCPSS. See Figure 29.

Figure 29
School Rank for ABCs Growth Scores, Spring 2002, for Subgroups of Students (Among the 25 WCPSS Middle Schools)

	F/R Lunch	Levels I & II	Level III	Level IV	Black	White
East Garner Middle	**Top 10** N=191	**Top 10** N=198	ABCs Expected	**Top 10** N=146	**Top 10** N=283	**Top 10** N=335
East Wake Middle	**Top 10** N=258	**Top 10** N=227	ABCs Below	ABCs High	**Top 10** N=302	ABCs High

WCPSS Effectiveness Index, Middle Schools

As described earlier, the Effectiveness Index is a method developed in WCPSS for comparing the achievement of students in a particular school with the achievement of similar students across the entire school district. Variables considered in the model include the prior year's achievement scores for each student, each student's special education status, and two measures of socio-economic status. EOG test scale scores are analyzed for all students who take an end-of-year test, and school-wide performance is compared to how all similar students perform across the school district. If performance is similar to what occurs in 75–80% of district schools, the category is labeled "Expected." If performance varies significantly, the category is labeled "Below" or "Above" to indicate that achievement on EOG tests was below or above what might be expected based upon the characteristics of the students in the school.

Three years of Effectiveness Indices for Project Achieve middle schools are shown in Figure 30.

Figure 30
Effectiveness Index Results for Middle Schools for Three Years

		READING			MATHEMATICS		
School	**Grade**	**Spring 2000**	**Spring 2001**	**Spring 2002**	**Spring 2000**	**Spring 2001**	**Spring 2002**
East Garner Middle	6th	Below	Expected	Above	Below	Expected	Expected
	7th	Below	Expected	Expected	Below	Expected	Expected
	8th	Below	Expected	Expected	Above	Above	Expected
East Wake Middle	6th	Expected	Expected	Below	Expected	Expected	Expected
	7th	Expected	Expected	Expected	Below	Expected	Expected
	8th	Expected	Above	Above	Expected	Expected	Expected

Results:

- In 2002, the Effectiveness Indices for reading are at the *Above Expected* level (in the top 16% in district) in Grade 6 at East Wake but *Below Expected* in grade 6 at East Wake. However, the *Above Expected* level was maintained in grade 8 at East Wake.
- Effectiveness Indices for math at every grade in both middle schools is *Expected* (with a decrease from the *Above Expected* level in grade 8 at East Garner).

PERFORMANCE COMPOSITES FOR MIDDLE SCHOOLS

Overall Performance Composites

The overall performance composite is the percentage of students at or above grade level across all grades and all subjects. Overall in the district, the percentage of students at or above grade level is higher in elementary schools than in middle schools. This is true in Project Achieve schools as well. The percentage of middle school students at grade level increased slightly between spring 2001 and spring 2002 in both Project Achieve schools and WCPSS overall.

Figure 31
Percent of Middle School Students at/above Grade Level with All Grades and Subjects Combined

	Spring 2001	Spring 2002	Increase in Percentage Points 2001-02	Increase from the Previous Year?
Each Garner Middle	77.3%	79.6%	2.3	yes
East Wake Middle	75.9%	79.5%	3.6	yes
WCPSS	85.4%	88.6%	3.2	yes

Performance Composites by Subject and Grade Level

Performance composites (percentage of students at/above grade level) for both reading and mathematics at grades 6, 7, and 8 are shown in Figures 32 and 33. While the percentage of students at grade level increased at most grades in the two Achieve middle schools, district percentages increased at all grade levels in both reading and mathematics.

Figure 32
Percent of Middle School Students at/above Grade Level in READING
by Grade for Three Years

School	Grade	Spring 2000	Spring 2001	Spring 2002	Increase in %-age Points 2001-02	Increase from Previous Year?
East Garner Middle	6th	58.6%	69.2%	63.6%	-5.6	no
	7th	73.2%	71.7%	82.5%	10.8	yes
	8th	88.3%	**91.2%**	84.2%	-7.0	no
East Wake Middle	6th	65.7%	68.3%	74.1%	5.8	yes
	7th	72.9%	72.5%	79.5%	7.0	yes
	8th	80.6%	82.3%	79.5%	-2.8	no
WCPSS	6th	77.9%	80.7%	82.8%	2.1	yes
	7th	84.4%	85.1%	86.7%	1.6	yes
	8th	88.7%	**90.6%**	**91.4%**	0.8	yes

Note 1: Negative numbers indicate a decrease from the previous year.
Note 2: Shaded areas indicate increases from the previous year.

Figure 33
Percent of Middle School Students at/above Grade Level in MATHEMATICS
by Grade for Three Years

School	Grade	Spring 2000	Spring 2001	Spring 2002	Increase in %-age Points 2001-02	Increase from Previous Year?
East Garner Middle	6th	73.7%	79.0%	78.9%	-0.1	no
	7th	77.5%	80.3%	87.8%	7.5	yes
	8th	80.9%	78.9%	79.2%	0.3	yes
East Wake Middle	6th	77.0%	77.3%	80.7%	3.4	yes
	7th	76.6%	80.3%	83.3%	3.0	yes
	8th	77.8%	76.7%	77.1%	0.4	no
WCPSS	6th	85.4%	88.1%	**90.2%**	2.1	yes
	7th	86.8%	87.6%	**90.3%**	2.7	yes
	8th	85.8%	86.9%	88.3%	1.4	yes

Note 1: Negative numbers indicate a decrease from the previous year.
Note 2: Shaded areas indicate increases from the previous year.

Performance Composites in Reading:

- The range in percent of students at/above grade level in reading at the two middle schools continued below that of the district: 64–74% at sixth grade, 80–83% at seventh grade, and 80–84% at eighth grade, compared to the district average of 84, 87, and 91% at grades 6, 7, and 8 respectively.
- As in the district as a whole, the overall pattern in the two middle schools participating in Project Achieve is that the percentage of students at/above grade level in reading is lowest at grade 6. However, unlike the district, performance composites of the two middle schools did not increase at grade 8.

- Where reading performance composites did increase in the two middle schools, the increases were greater than the district average increases.

Performance Composites in Mathematics:

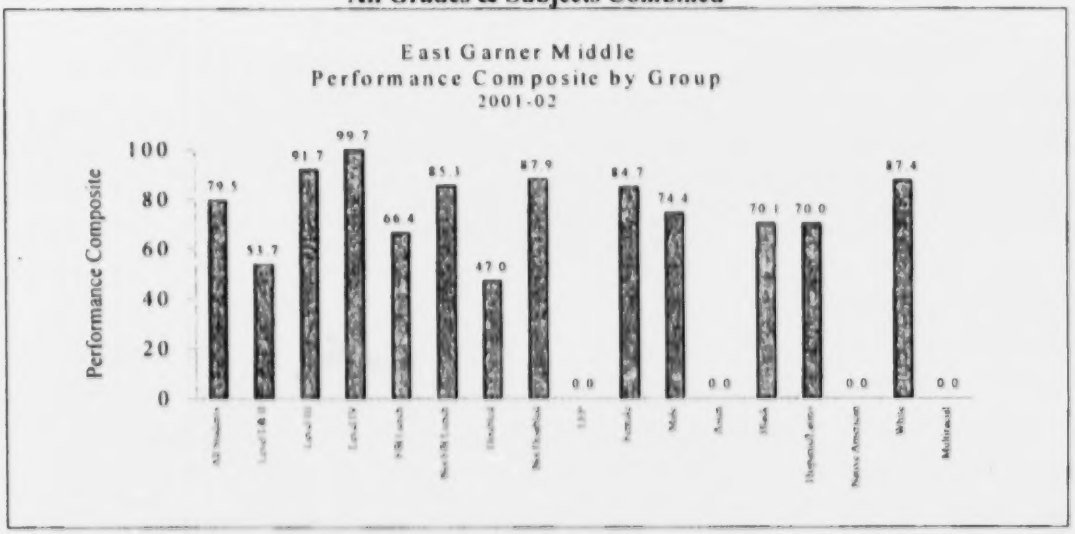
- As in the elementary schools, increases in percentage of students at/above grade level in math at Project Achieve middle schools are greater than those in reading.
- The performance composites in math increased at every grade in the two schools.
- Increases in math were greater than those of the district in grades 6 and 7 at East Wake and in grade 6 at East Garner.

Disaggregated Performance Composites by Student Subgroups, Grades 6-8

Although all Project Achieve middle schools attained increases in performance composites (percentage of students at/above grade level), performance composites vary by student subgroups. Therefore, analyses of performance composites for student subgroups provide more detailed information for teachers and administrators. Performance composites for 17 student subgroups at the two participating middle schools and for the district are shown in Figure 34. For example, Level I and II students are those whose achievement was below grade level the previous year. The performance composite in 2001-02 is the percentage of those students whose achievement increased to grade level or above.

- WCPSS had five subgroups with less than 75% of students showing grade level performance in spring 2002 on EOG tests: Level I and II students, F/RL students, disabled students, Black students, and LEP students.
- Project Achieve middle schools tended to show lower performance for these same groups, yet performance in Project Achieve schools was higher for Black students.

Figure 34
Middle School Performance Composites by Student Subgroups
All Grades & Subjects Combined



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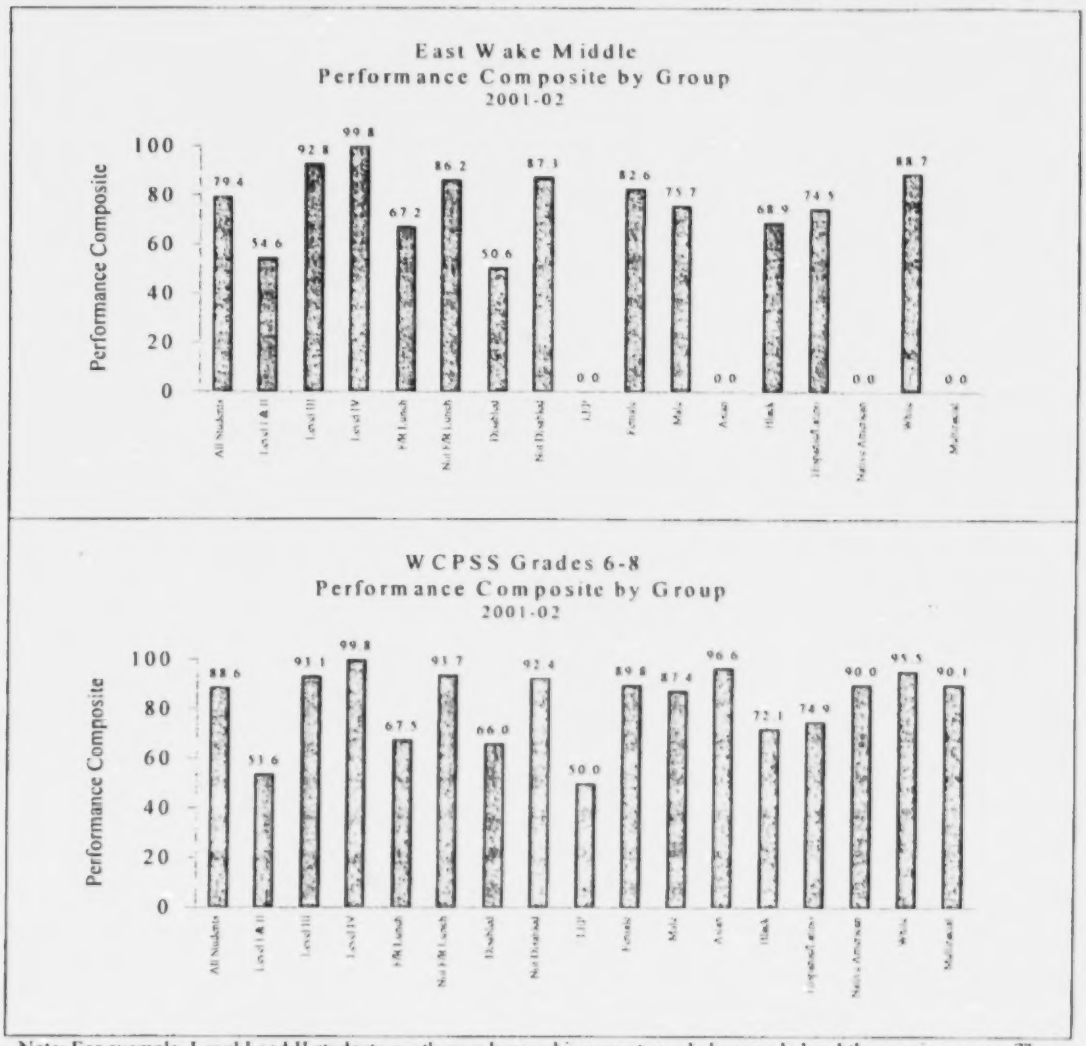

Note: For example, Level I and II students are those whose achievement was below grade level the previous year. The performance composite in 2001-02 is the percentage of those students whose achievement increased to grade level or above.

Conclusions and Recommendations

Conclusions and recommendations are in the summary at the beginning of this report.

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PDCA Instructional Cycle. (2001). American Productivity and Quality Center. Houston, Texas.

Dulaney, C., Kaase, K. & Regan, R. (2002). North Carolina ABC Results. (Evaluation & Research Report No. 0236) Raleigh, NC: Wake County Public School System.

Reichstetter, R. (2002). Report on 2001-2002 Project Achieve Assessments. (Evaluation & Research Report No. 02.28) Raleigh, NC: Wake County Public School System.

Wake County Public School System School Profiles at http://www.wcpss.net/

ATTACHMENT 1

ACHIEVE Mid-Year (January 2002) Survey Results Summary: Elementary Schools (Eleven of 12 principals and IRTs responded to the survey.)

Note: The pluses and deltas for each heading below contain a listing of comments from different respondents. For example, the first sentence under the survey topic "Focus Lessons" contains the comments of seven different respondents, with three of them commenting on the "comfort" of teachers with focus lessons. Information is reported in this format so that the number, range, and types of comments/opinions, as well as an overall summary, are presented. Individuals and schools are not identified.

Focus Lessons

- *Pluses:* Teachers more comfortable (3), generally pleased, positive about using them, or like and look forward to them. Teachers more confident that the SCOS is covered. Provide structure and pace not seen before for several staff members. Improving (2), and less lengthy. Used efficiently, except for a few teachers. Students and faculty like the variety of materials and texts. Teachers really like the reading lessons (Math more of a challenge). In many cases, are guiding the instruction for the remainder of the block (but not as much as I would like). Used as anticipatory set for the rest of the lesson (3). Teachers' lessons are now more objective-driven. Received well by students; they look forward to them. They give students frequent exposure to the curriculum on a scheduled time-line (2).
- *Deltas:* We began with a lot of teacher complaining. A few teachers do not use efficiently. Math focus lessons seem to be more of a challenge for teachers.
- *When/how (in one school):* Focus lessons in grades 3, 4, and 5 are delivered at 10:15 every day and at different times in the PM. Third-grade lessons are at 12:20, 4th grade at 1:10, and 5th grade at 1:30. Lessons take about 10-20 minutes depending upon the specific lesson.

RELATIONSHIP OF ACHIEVE TO OTHER READING AND MATH INSTRUCTION

- *Pluses:* Cooperative planning in place on weekly basis to prepare instruction and monitor student progress. Integrating instruction overall; integrating is the way we are really able to develop the objectives. Teachers see the importance of integrating (but this has been a challenge). Materials have been an asset. Dramatic influence in reading instruction overall; MT's assistance invaluable. Teachers reflecting and considering alternative methods for teaching math. Helps struggling teachers stay focused on curriculum. For some, serves as anticipatory set for rest of instruction (3). Very deliberate and specific and, in many cases, related identically to instruction.
- *Deltas*: Difficult connection for some teachers initially. Some felt it was not sequenced well (but has improved). A few teachers still deliver somewhat as a "stand alone" (We are working on that). Integrating is a challenge.
- *When/how (in one school):* Objectives not mastered are re-taught in ALP.

(ATTACHMENT 1 continued)

Assessments

- *Pluses*: Seem to be working, going smoothly. Good information to see what objective is not being met. Aligned w/ curricula & used to guide instruction/enrichment. More closely aligned to the focus lessons as the year progresses. Providing good test-taking practice; students not so intimated by the test-taking process. Providing immediate feedback per objective. Teachers are using the individual and group information for remediation/enrichment (3). Instruction and flexible grouping are driven by data. I hear less "I think my class knows this material", because now they know who has or has not mastered the material. Regrouping after seeing patterns is more effective than regrouping after a single assessment's information.
- *Deltas*: Some of the assessments are still not matching the lessons; a few don't seem to go with the objectives taught. Too many (too often). Initially a lot of complaining about the disconnect between the lessons and the assessments (but has improved) – teachers still not all skilled in using student data. Several items problematic (but, for the most part, well targeted).
- *When/how:* Length of time can vary based upon the questions and their difficulty. Same-day results (with clerical assistance). Follows the developed time-line. Data is collected reflecting both class and individual performances and is used in our PDSA study to guide instruction for remediation/enrichment activities, as well as to monitor goals set for achievement.

Team Time (Enrichment and Refocusing)

- *Pluses*: Going more smoothly, better than at the beginning of the year, good at two grade levels, has really brought in the use of our specialists and assisted them in taking ownership of the whole curriculum. Really appreciate the AG help with enrichment lessons. Students look forward to this time. Teachers feel that the small group instruction is helping to improve student knowledge and confidence. Reading more easily implemented than math.
- *Deltas*: This is our weakest component. Weary and wary of it at third grade. Still have a ways to go, are planning some changes next semester, will modify, will do it differently next year. Not fully implemented at some grades. This was the most difficult for teams to work out or together. Biggest issue is the amount of time required to plan and organize for team time. We continue to fine-tune, a work in progress.
- *When/how:*
    - Scheduled four times a week for at least one hour.
    - Five days per week with one day set aside to "catch up/study tips". Each grade level, including 1st and 2nd grades, provided team time remediation or enrichment at different times.
    - We do one subject all week (one week reading, one week math) at 2:30 to 3:00 every day for all, with specialists assigned to a specific teacher every day.
    - Fifth grade implementing it fully, 3rd and 4th grade only in math.
    - Students are regrouped weekly for refocusing and enrichment.

Structure of Day

- *Pluses*: Committee of teachers designed a new schedule to provide larger amounts of time for instruction. We attempted, are working on, etc. a new schedule with larger blocks of uninterrupted time. We restructured so that each grade level has common planning time and can disaggregate data and form groups. General structures are constant and focused. Objectives are posted in classrooms.

(ATTACHMENT 1 continued)

- *Deltas*: Teachers feel they do not have enough time for language arts (now scheduled for 90 minutes). I do not think that we will do this (new schedule) again. Administration is taking back the scheduling because still too many gaps with pull-outs such as ELS, CCR, and AG.
- *When/how:*
    - Each teacher must have 120 minutes of LA and 90 minutes of math in their instructional day. Following a block schedule so that each grade level has music, art, technology, Spanish, and PE in the same block one day a week. This allows all grades to have a lengthy planning time together to disaggregate data and form groups.
    - Two one-hour blocks of uninterrupted instructional time for math & reading during the first half of each day. Objectives posted daily. Students practice in their focus lesson notebooks.
    - Each grade level has their four specials on the same day allowing time for the grade level to meet and plan (but will not do this again). We do a LA block in the morning after SRA, beginning with the focus lesson and then we do a math block in the early afternoon beginning with the focus lesson.
    - We shortened specials to build in team time.
    - 30 minutes at end day for Team Time.

Allocation of Added Position to Achieve (How Is It Utilized?)

- Lower class size (tutors), part-time data manager, full-time IRT.
- 40% for a reading specialist and 20% for an "at-risk" teacher. Would still like to pursue elimination of drama -- and use this position to help in another way, perhaps add writing
- Half-time teacher position for remediation at third grade and half-time TA position (need full-time) for scanning and preparing data for teachers. IRT became a full-time position.
- "Helping" teacher goes into classrooms and works with groups performing below grade level, as well as "pull-out" of selected students on occasion.
- 40% ALP (pull-out during the day) and 60% technology.
- No allocation.

Way Staff (Beyond Regular Language Arts and Math Teachers) Are Used

- All specialists, including IRT, media, counselor, ESL, etc. are assigned to a specific teacher every day.
- Tutors and specialists will enter the classrooms a few times a week to assist students in small groups and/or one-on-one during focus-lesson blocks, as well as team time.
- IRT and principal help with team time. Because of the nature of our daily schedule, we do not use our specialists during team time. They have kindergarten specials at that time. We use ALP .5 position at grade 4 and 5 reading remediation during the day. We have tutors from Challenged School moneys working with grade 4.
- PE, math, and music teachers come into regular classes to assist during their non-instructional blocks to work with individuals and small groups who need help with focus lesson objectives.
- Specialists work with students during team time for enrichment. TAs assist during tutorial part of team time.
- Everyone is utilized during team time. Also, some TA duties have been realigned to assist with materials management.

(ATTACHMENT 1 continued)

Biggest Challenge at This Point (Mid-Year):

- Team time (most frequently cited).
- Fine-tuning the schedule.
- To see results of program. Time: to present the lesson and materials, gather scores, disaggregate data, and monitor the process. However, this is every educator's lament.
- Struggling of special programs' teachers to incorporate focus lessons with SRA and the demands of their classroom diversity. Having both math and reading assessments given to the same grade in the same week.
- Trying to maintain focus on what the project is all about rather than becoming wrapped up in day-to-day problems. Some weak teachers. Differentiation is not happening! Many don't know how.
- Constantly need to help staff see the benefit of project. Need staff development with understanding and interpreting data. Continue to struggle with team time.

Project Achieve Status Snapshot, January 2002, Elementary*

Directions: Please check off your perception regarding Project Achieve at this point.

	Not At All	Somewhat	Greatly
1. To what extent do you think Project Achieve will contribute to:			
a. higher achievement for students?	--	1	10
b. greater knowledge of curriculum by teachers	--	--	11
c. better pacing and sequencing of lessons?	--	--	11
d. more differentiated instruction?	--	7	4
2. After the first month of school, assessments have adequately gauged the objective of the focus lesson.	--	6	5
3. Assessments are helping us identify more quickly students who are falling behind.	--	3	8
4. Re-focusing appears to be helping students involved master the objectives.	--	3	8
5. Enrichment appears to be extending the curriculum and learning for students involved.	--	6	5
6. About what percent of your staff would you say "buy in" to the Project Achieve method at this point?	--	75-80 (2)	90-100% (9)

**Note: Eleven of the twelve elementary school IRTs and principals responded.*

(ATTACHMENT 1 continued)

Mid-Year Survey: Middle School Summary
(2 principals and 2 IRTs)

Part I Directions: How is your school implementing Achieve? We would like some sense of where each school stands in critical areas and your perception of potential success. Please describe your perception of current status in the following areas. Note any big changes since the beginning of the year.

Focus Lessons

- *Pluses*: Improved in quality and length (much shorter), drives other instruction. Students feel they are benefiting from them. Having a quarter's ahead of time is beneficial.
- *Delta*: Special education teachers have a hard time keeping up, especially self-contained classrooms w/ three grade levels. Minor problems with contents. Some are lengthy. Ensure correctness. Need to be delivered in a timely manner.

RELATIONSHIP OF ACHIEVE TO OTHER READING & MATH INSTRUCTION

- *Pluses*: Aligning with various subject areas is a challenge, but integration is fluid and cohesive. Forcing SCOS to be covered. Non-math & non-LA teachers are using instructional calendars to implement objectives in their classrooms. Others are given weekly information & are integrating these objectives when possible.
- *Delta:* Differentiation is still weak.

ASSESSMENTS

- *Pluses:* Much better. Aligning better with the focus lessons. Are challenging to many of our students, but this will be to our advantage in May. Delivery is timely! Great! Thanks!
- *Deltas*: Sometimes too lengthy. Although most of the kinks have been worked out, the early damage cannot be easily undone, and confidence in the system suffered. Not matching lessons (but this has improved).

TEAM TIME

- *One school:* Worthwhile, though not all re-focusing is quality use of time. Enrichment is being well utilized. I wish I could do more monitoring.
- *Other school*: Re-focus is going well with our core groups, adding temporary students when necessary. Enrichment needs to be evaluated (no motivation here for students). Enrichment: math is improved with new problem-solver series. Literacy circles are OK. Books wonderful! Refocus numbers are much better due to our reorganization.

Structure of Day

- *Pluses:* Acceptable: Mid-day team time best feature (allows for celebrations). The pros far outweigh the cons. Pros: longer classes, valid refocusing, added time for reading & mathematics.
- *Deltas*: Would explore block scheduling: not enough time to cover SCOS and differentiate instruction within 50-minute classes. We want to investigate alternate scheduling for next year. Very concerned about sixth graders. Con: One less elective is available for students – missing out on exploration.

(ATTACHMENT 1 continued)

Allocation of Added Position to Achieve (How Utilized)

- *One school:* Clerical assistance greatly helpful; CL most helpful. IRT an asset, but IRT time disproportionately spent on assessments and other technical items rather than curriculum and instruction. We also utilize an additional teacher to reduce class size, and a TA to provide clerical support.
- *Other school* : IRT a must; clerical help a must. Without IRT coordinating this, we would be floundering.

Way Staff (Beyond Regular Language Arts and Math Teachers) Are Used.

- *One school:* Everyone has ownership. This is a positive. Over-extended in a few instances. Vast majority utilized effectively.
- *Other school:* All instructional staff are involved with enrichment, and teachers are aware of and integrating instructional calendar objectives when appropriate. Everyone has an enrichment circle except LA and math teachers.

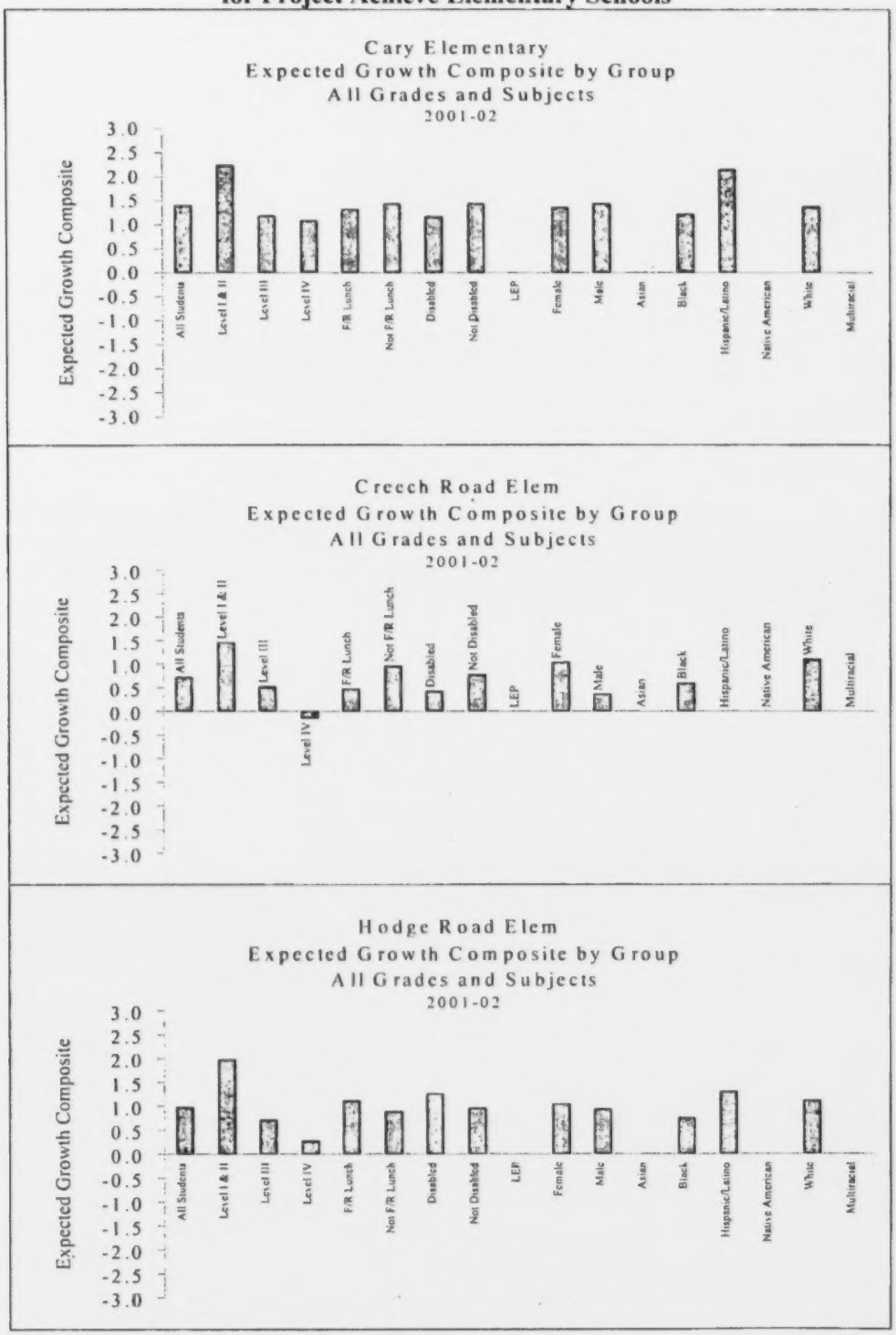
Biggest Challenge at This Point:

- Time to monitor the process and supervise instruction.
- Timely delivery of focus lessons.
- Teacher accountability, monitoring.
- Need for a full-time clerical position for Project Achieve.

Directions: Please check off your perception regarding Project Achieve at this point.

	Not At All	Somewhat	Greatly
1. To what extent do you think Project Achieve will contribute to:			
a. higher achievement for students?	--	1	3
b. greater knowledge of curriculum by teachers	--	--	4
c. better pacing and sequencing of lessons?	--	--	4
d. more differentiated instruction?	1	2	1
2. After the first month of school, assessments have adequately gauged the objective of the focus lesson.	--	3	1
3. Assessments are helping us identify more quickly students who are falling behind.	--	--	4
4. Re-focusing appears to be helping students involved master the objectives.	--	2	2
5. Enrichment appears to be extending the curriculum and learning for students involved.	--	3	1
6. About what percent of your staff would you say "buy in" to the Project Achieve method at this point?	--	**40%, 75%, 85%, 90%**	

ATTACHMENT 2
Expected and High Growth Composites by Subgroup for Project Achieve Elementary Schools



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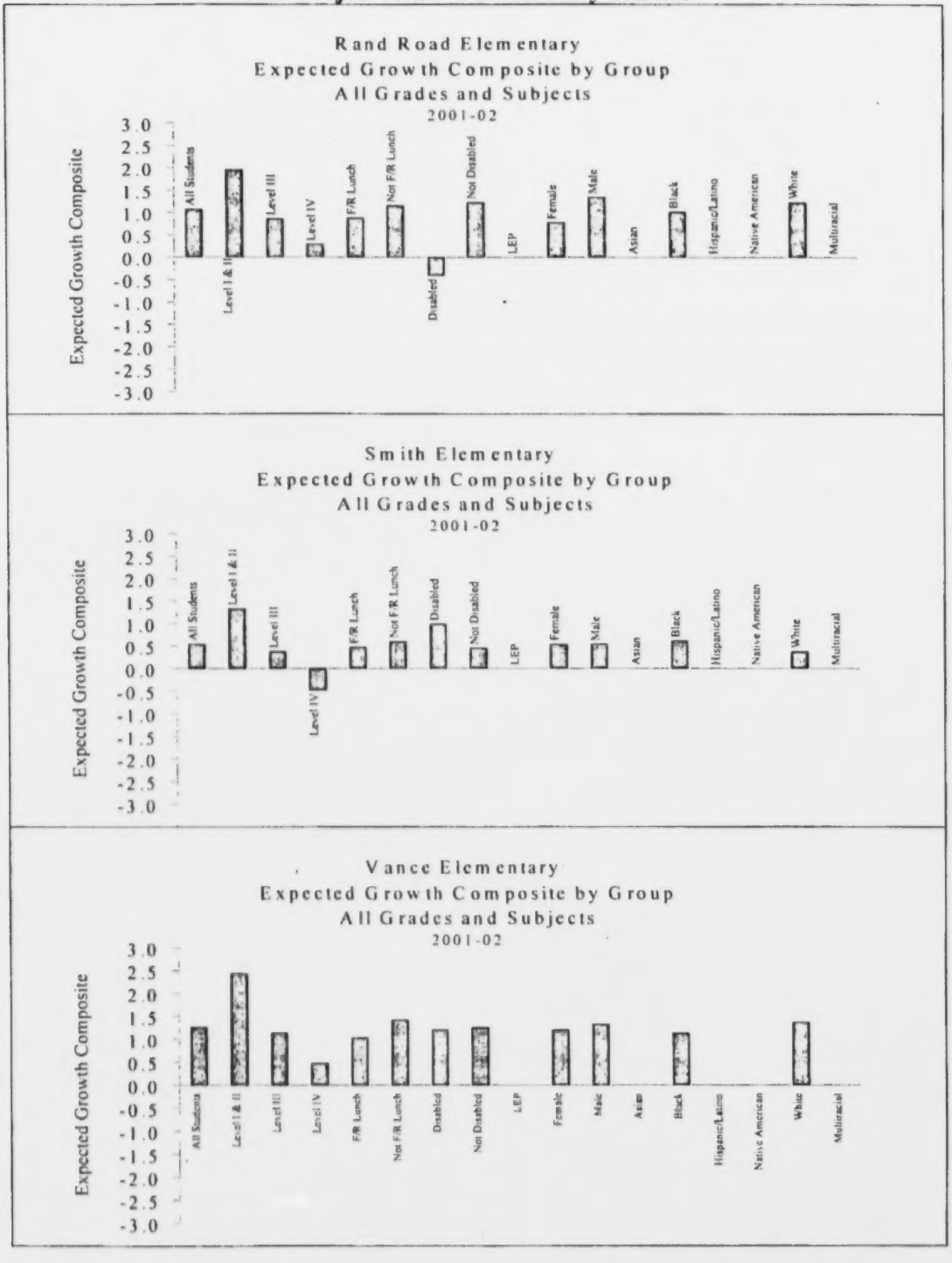
ATTACHMENT 2 (continued)
Expected and High Growth Composites by Subgroup for Project Achieve Elementary Schools



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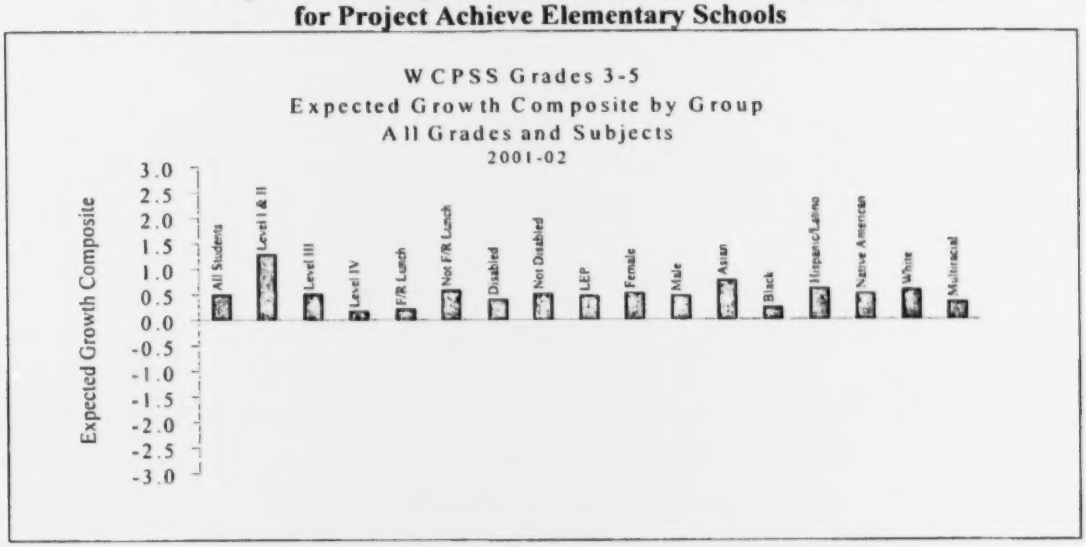
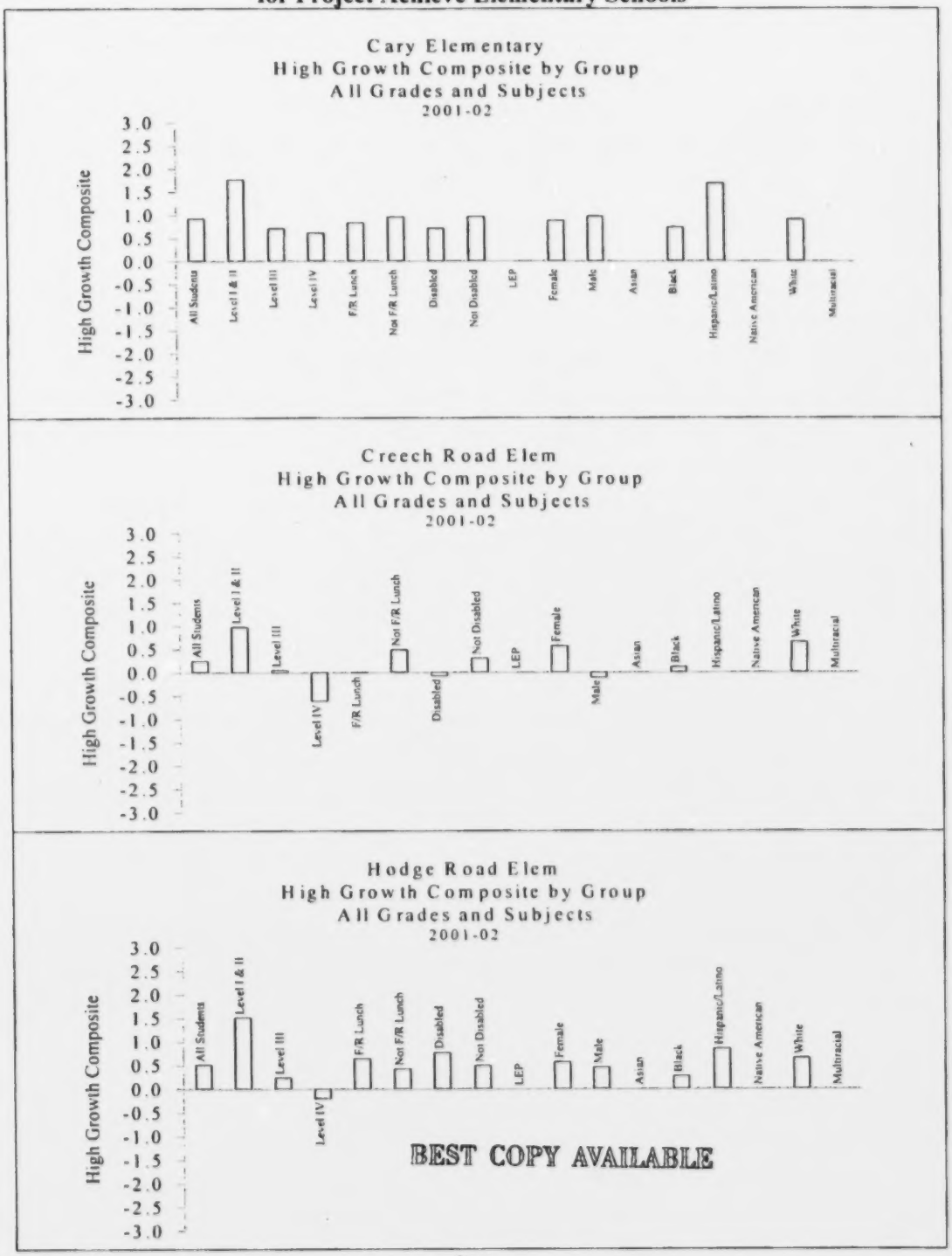
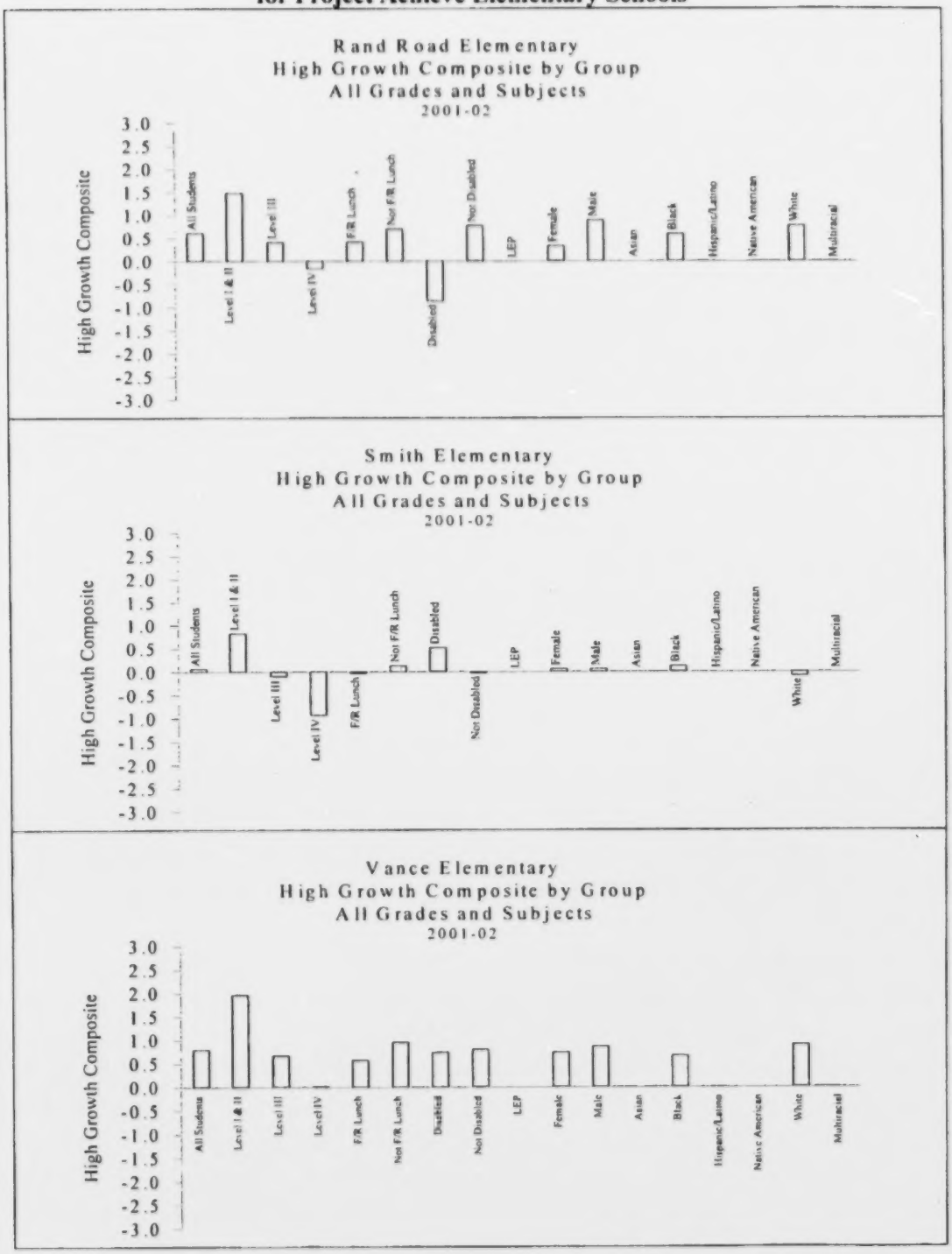
ATTACHMENT 2 (continued)
Expected and High Growth Composites by Subgroup for Project Achieve Elementary Schools



ATTACHMENT 2 (continued)
Expected and High Growth Composites by Subgroup
for Project Achieve Elementary Schools



ATTACHMENT 2 (continued)
Expected and High Growth Composites by Subgroup for Project Achieve Elementary Schools



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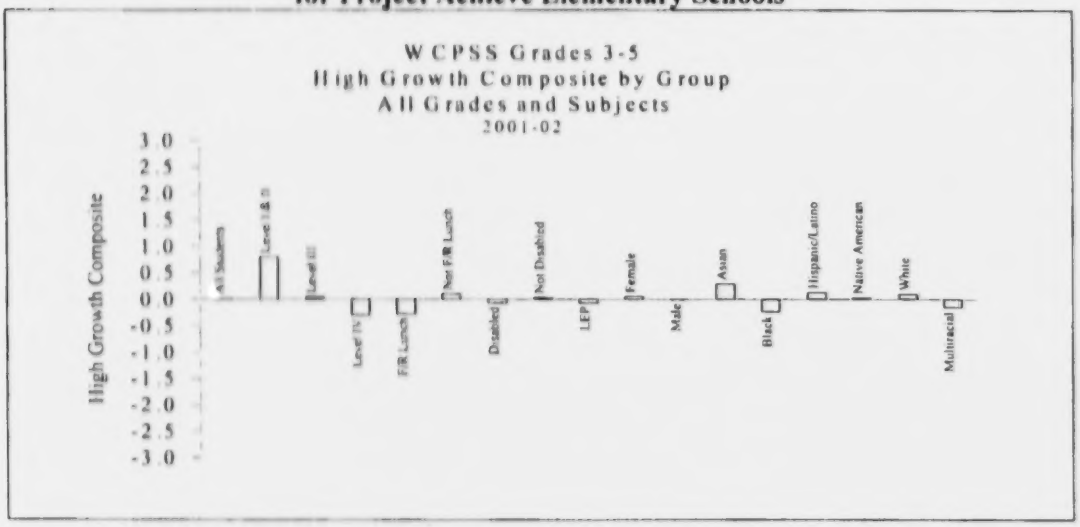
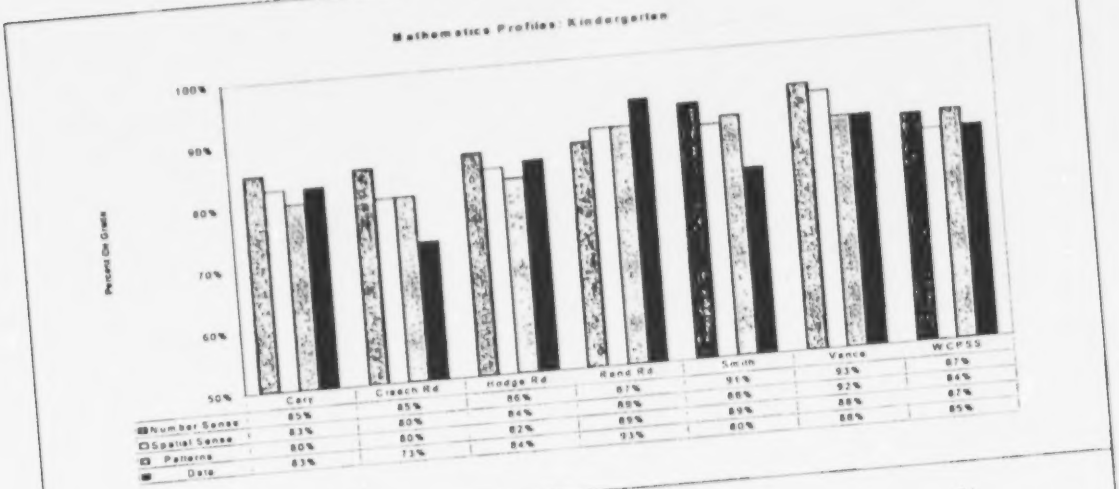
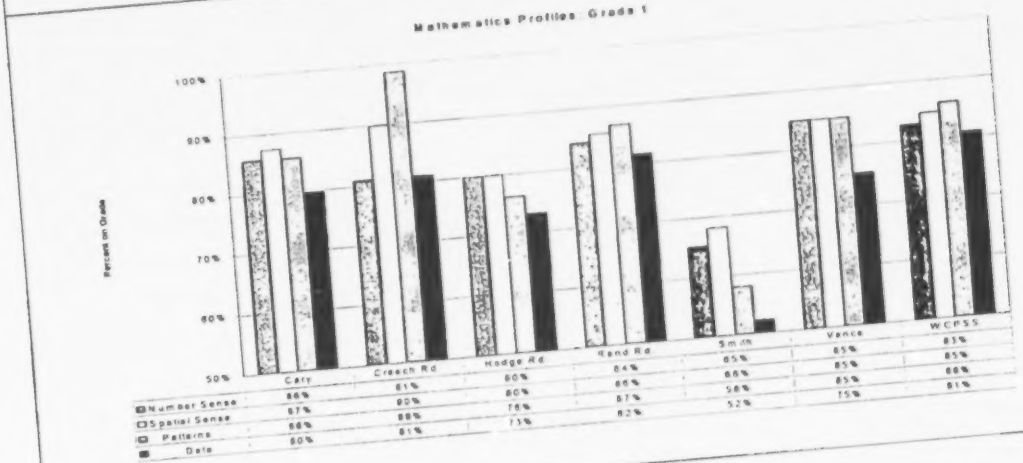
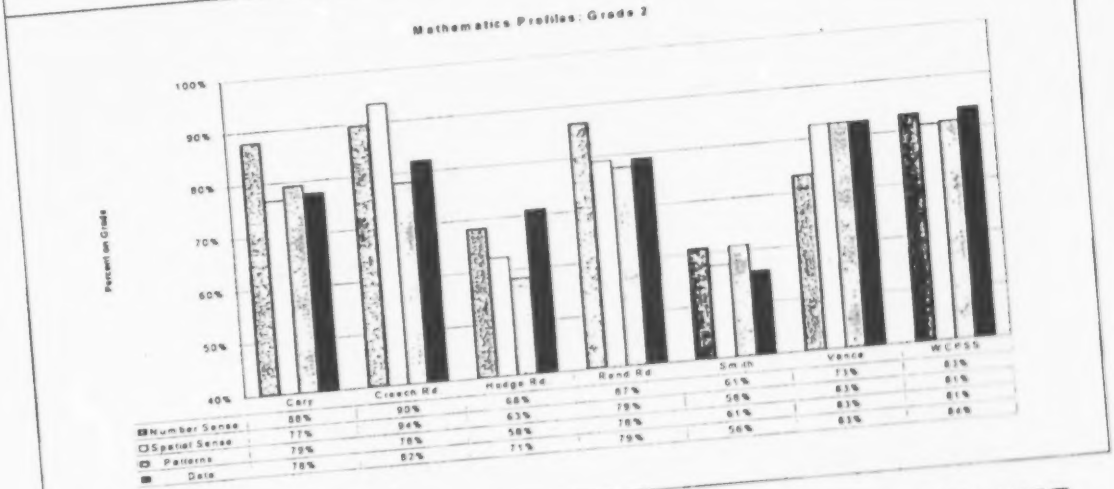
ATTACHMENT 2 (continued)
Expected and High Growth Composites by Subgroup
for Project Achieve Elementary Schools



ATTACHMENT 3
Project Achieve K-2 Data for Spring 2002







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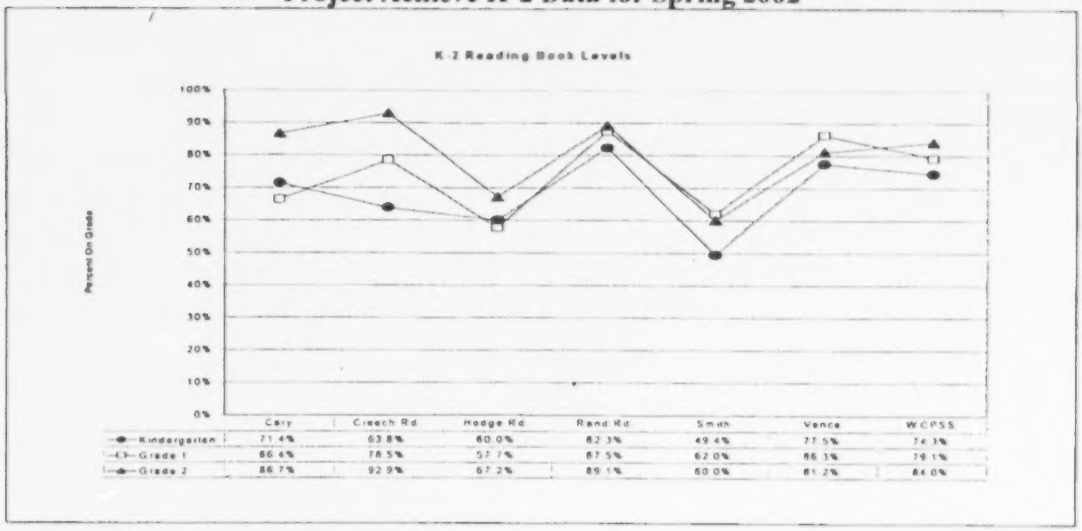
ATTACHMENT 3 (continued)
Project Achieve K-2 Data for Spring 2002



	Cary	Creech Rd	Hodge Rd	Rand Rd	Smith	Vance	WCPSS
Kindergarten	71.4%	63.8%	60.0%	82.3%	49.4%	77.5%	74.3%
Grade 1	86.4%	78.5%	57.7%	87.5%	62.0%	86.3%	79.1%
Grade 2	86.7%	92.9%	67.2%	89.1%	60.0%	81.2%	84.0%

ATTACHMENT 4
Project Achieve End-of-Year Interview Form, 2001-02

PROJECT ACHIEVE: IRT TELEPHONE SURVEY RESPONSES AT END OF YEAR, 2001-02								
	Any Changes in Reading and Math at K-2?	Implemented in All Target Grades? Both Reading and Math?	Other Staff Involved?	Interaction with Special Programs or Other Projects?	Joint Planning Time for Teachers	Team Time Structure for Next Year and Why? Enrichment? Re-Focusing?	Any Changes in Need or Requests for Professional Development?	Were Any Changes in Parent & Community Involvement a Goal This Year?
Cary Elementary								
Creech Road Elementary								
Hodge Road Elementary								
Rand Road Elementary								
Smith Elementary								
Vance Elementary								
East Garner Middle								
East Wake Middle								

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PROJECT ACHIEVE EVALUATION REPORT:
Year One, 2001-2002

AUTHOR:

Carol Speas, Ph.D., Sr. Administrator

Contributing Staff:

Nancy Baenen, Sr. Director of Program Accountability

February 2003
E&R Report No. 02.35

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